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AUTHOR	Christensen, Virginia
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ABSTRACT

This report describes the organization and operation of the University of West Florida's Child Care Center which is designed to (1) meet the needs of commuting students for adequate child care, (2) enhance the self-concepts of enrolled children, (3) promote children's cognitive and language development. Children aged 2 1/2 to 6 years are served from 7:30 a.m. to 5 p.m., Monday through Friday, during each week of the regular academic year and the summer term. The center is open from 5 p.m. to 8 p.m., Monday through Thursday, if enrollment is sufficient. Field trips, art experiences and other special activities for children are made possible through the involvement of work-study students, undergraduate and graduate students from many disciplines. The report briefly describes the initial development of the center; the goals and objectives, management, staffing and activities of the center as it now operates; and the procedures followed to evaluate individual children and the total center program. The 60 pages of appendices contain numerous forms used at the center as well as a floor plan, budget summary, explanations of fee payment and accounting procedures used, and lists of staff duties. (JMB)

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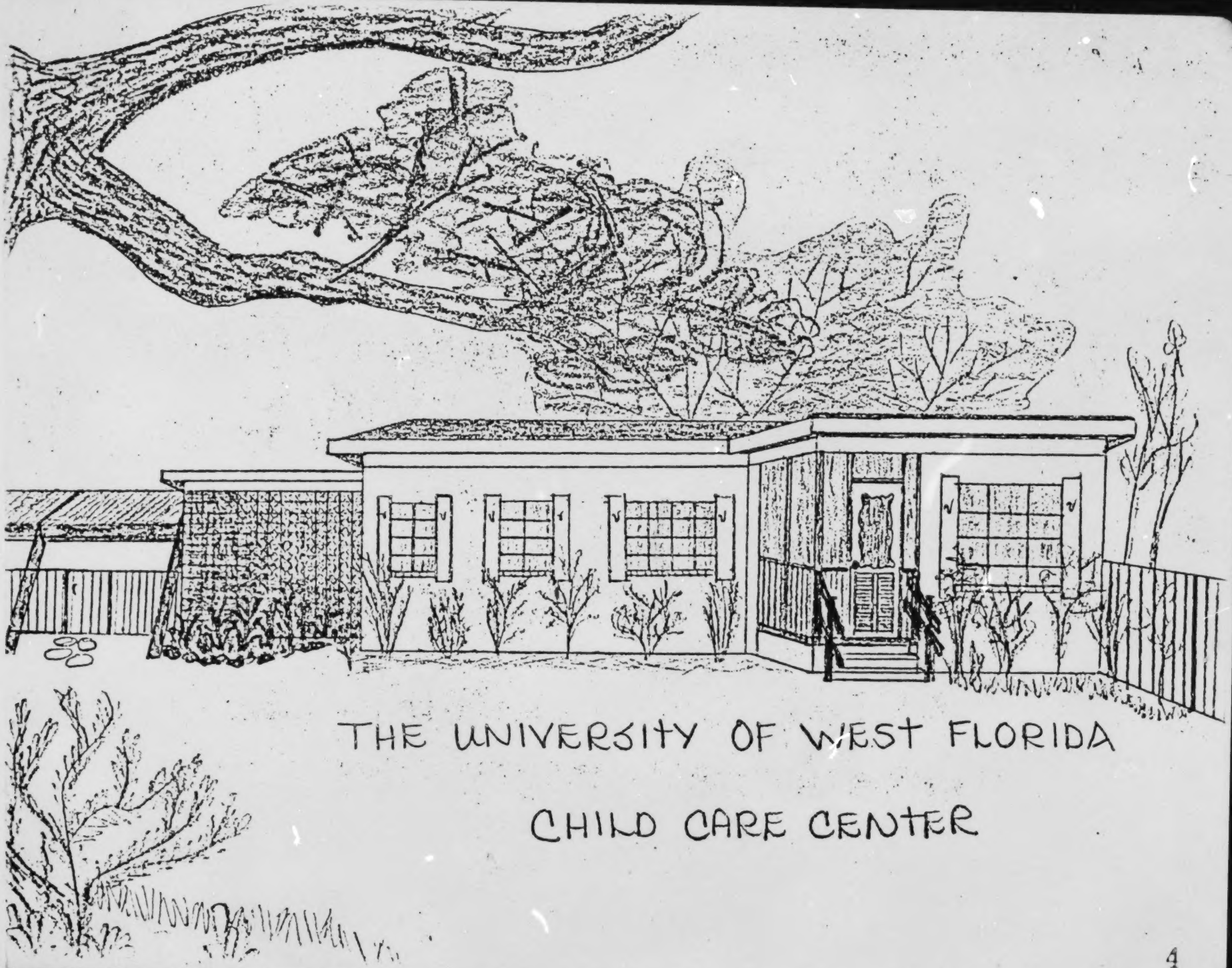

THE UNIVERSITY OF WEST FLORIDA

CHILD CARE CENTER

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FOREWORD

The purpose of this report is to provide a description of The University of West Florida Child Care Center's program as it has evolved. The many requests of individuals and organizations for such information during the past three years prompted those involved in the Center operation to compile data and to produce this summary.

During the formulation of the report, several persons gave extensive guidance to the Center staff. A special acknowledgment is given here to the following: Dr. Kenneth Curtis, Vice President of Student Affairs; Dr. Janet M. McCracken, Chairperson of the Elementary and Special Education Department; Dr. Helen J. James, Associate Professor of Elementary Education; Mrs. Anne Stover, graduate of the Reading Master's program in the Elementary Education Department; and Ms. Janet Shelby and Ms. Virginia D'Antonio of the Office of Student Affairs.

The reader will recognize that there have been continuing changes in the operation of the Child Care Center. The procedures are described as they exist at this date. It is expected that new demands will require frequent adaptations, and the Center staff expects to be flexible in meeting such demands. Having the set of goals and objectives (See page 4.) creates confidence that changes will conform to the ideals underlying the Center's program.

Virginia Christensen, Director

May, 1977

ORGANIZING A CAMPUS CHILD CARE CENTER

Introduction

The Child Care Center of The University of West Florida (UWF) at Pensacola, Florida, was the first of its kind in the State University System of Florida. It has been called exemplary in conception, management, and solvency during the period of its operation (1973 to date).

Many institutions of higher education have sought information about the UWF Center to learn of its features and to determine whether a similar concept would be practical for them. The following questions were usually asked:

1. What department of a university should have the over-all responsibility for management of a campus child care center?
2. How can a suitable facility be acquired and maintained?
3. How can the necessary financial support be established?
4. How can qualified personnel be recruited from an ever-changing college environment?
5. How can a quality curriculum, based on sound principles of Early Childhood Education, be developed to meet the varying schedules of commuting college students?

This report describes how The University of West Florida Child Care Center began, how it operates, and how it is funded. The suggestions may pertain not only to organizations that contemplate starting a child care center but also to those with centers already in operation.

The reader should remember that there is no "one" nor "simple" formula. Just as the staff at the UWF Child Care Center stresses that each child is an individual, so will each institution be unique and vary in situation and requirements. The emphasis on flexibility must not be confused with laxity in caring for children. Rather, structure and careful short-term and long-range planning provide the means for promoting flexibility. The information provided herein is intended to serve as guidelines that can aid other organizations in planning and implementing a child care center.

Initial Development

The University

The University of West Florida is an upper-level state institution, established in 1964 and operative in 1967, that enrolls approximately 5,500 students (juniors, seniors, and graduate students). The average age of students is 27; more than half are married; and many have children. More than half are employed, and a number commute daily as much as eighty miles. The university has two off-campus centers (Ft. Walton Beach and Panama City), but many students attend the main campus to acquire the programs they desire.

The campus is a beautiful 1,000-acre site of rolling wooded hills and bayous on the bluffs of the Escambia River. It serves a metropolitan area of 275,000 people. Situated nearly ten miles from downtown Pensacola, it has never had adequate nearby child care services. Consequently, as early as 1970, students with young children expressed a need for a child care facility on campus. There were sufficient responses to a questionnaire distributed by the UWF Student Council to support a feasibility study.

Site Selection

In 1971 the Vice President for Student Affairs undertook a study to determine available space, funding, and staffing. It became obvious that the location of a site was the first step.

One avenue explored was a search for an outside contract, such as with the area hospital that sponsors the University Health Center. Hospital administrative officials agreed that there was a need for a child care facility. However, they were unable to provide space or assume subsidizing responsibility.

Attention was then directed to locating a site in an existing campus building. It was found that none of the UWF office, classroom, or residence buildings had space that could be adapted satisfactorily. An area in the Commons (the center for student-related activities) was rejected as lacking adequate space for feeding, napping, and play areas. Parking facilities were also a problem.

Finally, a small two-bedroom house near the main entrance to the university came to the attention of the investigating group. The house, built shortly after World War II, was on the property when the original university campus was obtained. It was found that the house contained the minimum three basic rooms for playing, napping, and eating; there was an adequate outdoor area for play. With renovations, it offered the best solution to the site search. An important consideration was its ideal location for commuting students, since it is on the campus, not far from the main entrance but safely apart from the main entrance drive and away from the main academic core of the campus. In

addition, the house is located in a section of great natural beauty that offered many possibilities for outdoor activities for children. There was also space for parking and a "turn around area" that would permit parents to deliver and pick up their children easily and safely.

As a result of the investigation by the Vice President for Student Affairs, the president of The University of West Florida formally authorized establishment of the Child Care Center in March, 1973. That decision was an essential first step in planning for the center.

Funding

Initially, the students had suggested that the university provide free services. Later, when an outlay of approximately $20,000 a year was estimated, the students accepted a fee charge as necessary. A survey of community facilities led to the setting of a fair, competitive fee.

Charges have been made on a contractual basis with a sliding scale. Originally, the fee was thirty-five cents an hour. By 1976, the minimum fee established was sixty-five cents an hour for children of currently enrolled students and seventy cents an hour for children of faculty, staff, and alumni.

The UWF Student Council agreed to provide a percentage of the funds necessary to begin operation and to establish a contingency reserve fund to cover any annual losses that might accrue.

The university administration agreed to renovate the building, to pay utilities costs, and to provide free maintenance services. There is no charge made for use of the building (i.e., there is no rental cost).

Program Development

Faculty members of the departments of Psychology and Early Childhood Education met with the UWF Student Council to discuss the qualities of an adequate program. It was determined that the Center would provide for intellectual development as well as safe physical and psychological growth.

Discussions resulted in the decision to staff the Center with a qualified director and an assistant director. Job descriptions for the positions cited qualifications related to early childhood education and experience with management of programs for young children.

THE CURRENT UWF CHILD CARE CENTER OPERATION

This summary has as its purpose the explanation of the current goals and objectives, management, staffing and program of the Center. There has been a need, of necessity,to include historical developments of various segments of the elements that are included. These references to early, "growing pains" experiences may serve to direct attention to areas that require adaptations and/or complete changes due to conditions often beyond the direct control of the Center staff or the sponsoring organization.

Goals and Objectives

The concepts of child care underlying all planning for The University of West Florida Child Care Center include aspects of the good day care center and the good nursery school. The implementation of these concepts is based on statements of goals and objectives that evolved in the early planning period. The decisions made for the Center have come from involvement of university students as well as administrative and faculty members working with the Center staff.

Goals

The major goals of the UWF Child Center are (a) to assist the parent in the pursuit of college studies by providing quality child care for preschool children, (b) to encourage the development of a positive self-concept in children through their association with a staff which shows warmth and concern for each individual child, and (c) to provide a program which will enhance the development of each child's cognitive and language development.

Objectives

The major objectives of the Center are contained in these six statements:

1. To serve children of UWF university students, faculty, staff, and alumni.
2. To insure a safe and healthful environment for children.
3. To provide a well-balanced early childhood learning environment and to encourage creative and inquisitive learning through spontaneous activities.
4. To maintain a staff development program to serve the needs of personnel employed or utilized on a volunteer or assigned basis at the Center.
5. To be financially self-supporting at a minimal cost to the participants served.
6. To be a learning center for undergraduate and graduate students encompassing a variety of disciplines at the university.

Management

Administration

The administrative organization of The University of West Florida Child Care Center functions to carry out two basic responsibilities:

(a) Provision of quality, reasonably priced care for "campus children."
(b) Development of creative, innovative programs which can serve as models for the entire community.

Particular care has been taken to see that the Center is not, nor can be, categorized as either a "baby sitting" facility or a research-oriented "laboratory school." Consequently, its management was placed under the Office of Student Affairs, rather than under one particular department or faculty. Because of its responsibility to serve the entire campus family, the Office of Student Affairs can handle the requests of and/or demands on all disciplines on an equal basis.

This administration has been very successful and appears to be the most appropriate way to enhance growth responsibilities. Since no single department has the pressures of fulfilling the many requirements for the Center (in addition to the other demands of a university department), it is possible to arrange sharing of activities in ways that meet the needs of the Center but do not place an undue burden on a specific group. Also, all faculty and departments have equal access for involvement in the Center program and can receive clearance through the Office of Student Affairs. Finally, the director of the Center can diffuse information through that office with a minimum of effort; communication is effectively carried out, and the oversight responsibilities reside with an office that is aware of all campus activities.

Advisory Board

The Center has an Advisory Board established by the Office of Student Affairs to provide a means for the free exchange of ideas and to serve as a forum for consideration of plans proposed by the management, the Center staff, or a particular department. Members from four faculties have special appointments to the Board: Social Work, Psychology, Elementary/Special Education (which includes Early Childhood Education), and Educational Research and Development Council. Other members include a student parent as a representative-at-large from the Child Care Center and a student representing the UWF Student Council.

The Board, upon request, advises the Center director of available programs for participants, coordinates student practicums, serves as a professional resource agency for the Center, and helps to maintain communication within groups of university

community involved in Center activities in any way. At times, the Board undertakes special investigations to aid the staff in developing plans for expansion or program revision. The Board serves in an advisory role under the Office of Student Affairs.

Staff

A major goal of the Center is to encourage and enhance the development of positive self-concepts in the children served. Therefore, staff members function so that they show warmth and concern for each individual child. They share with parents those facts which will further enhance the individual child's positive self-concept. To attain the goal, the single and most critical success factor has been careful staff selection.

The staff includes a full-time professional director, a full-time assistant director/instructor, a graduate assistant employed thirty hours a week, a graduate assistant employed ten hours a week, and both graduate and undergraduate work-study students assigned approximately fifteen hours a week to the Center. Faculty members and university students from almost every department of the university serve under the Center director in carefully planned ways for specific periods of time.

Parents and Other Volunteers

A very important reason for the successful operations of the UWF Child Care Center is the utilization of volunteers, especially parents. At initial registration of children, parents fill out a Parent Volunteer Card to indicate their availability and areas of interest. Community resource persons, members of the University Women's Club (wives of male faculty members and female faculty members), and university students provide valuable assistance in program development and implementation.

Staffing

Director

Qualification requirements for the director include a Bachelor's degree in some aspect of education, plus at least two years of teaching experience. For the program at The University of West Florida Child Care Center, the management felt that they must seek someone with much more background and training. Great importance was assigned to competencies of (a) working harmoniously with children, staff, parents, and faculty; (b) working easily with an ever-changing program and staff; (c) managing programs involving young children; (d) demonstrating creativity in managing and program planning; and (e) having a balanced and healthy sense of humor.

The applicants for the position of director are interviewed and approved by the Vice President of Student Affairs and the Advisory Board members. Final decision of appointment rests with the Vice President of Student Affairs.

Having the continuity of one director during the entire four years of operation has permitted the evolvement of differentiated staffing procedures and continuity of planning. At the same time, the management could concentrate on matters related to budget and expansion. The director has a Bachelor's degree in Music Education and a Master's degree in Early Childhood Education. She also has thirty years of diversified instructional and administrative experiences at all levels of education from preschool to adult.

Assistant Director/Instructor

The assistant director/instructor is required to have a minimum of two years of college and two years' experience working with young children. The applicant should possess qualities of establishing excellent rapport with young children, calmness under stress, self-motivation, a creative mind, and ability to work well not only with children but also with staff, university students, and faculty. As part of the competency demonstration, an applicant for the position should be willing to serve for one-half day at the Center.

Applicants for the position are interviewed by the Center director and selected Advisory Board members. The Vice President of Student Affairs reads the resumés and interviews those persons whom the director feels to be most qualified. The final approval for appointment rests with the Center director.

During its four years of operation, the Center has employed two degreed persons in the position of assistant director/instructor. The first one, serving from 1973 to August, 1975, had training and experience in Child Development/Home Economics. The present assistant director/instructor, hired in September, 1975, has a degree in Early Childhood Education; she is currently pursuing studies leading to a Master's degree in Reading.

Graduate Assistants

The enrollment growth made necessary the provision of additional trained personnel, with the possibility of some continuity. It was decided to hire graduate assistants who are seeking advanced degrees in disciplines related to work with young children, such as Psychology, Reading, Health/Leisure/Sports, Early Childhood Education, and Elementary Education.

The graduate assistants are interviewed by the Center director and other Center staff members as well as by selected members of the Advisory Board. As part of their competency evaluation, they must work part of a day with children at the Center. Of utmost importance are their dedication (commitment to the Center), ability to be creative and innovative, flexibility in an ever-changing group situation, respect and concern for young children, and excellent rapport with the students and faculty of the university.

At the present time, there is one graduate assistant working thirty hours a week; another works ten hours a week. These staff members provide continuity in program development and orientation of work-study students and practicum students serving the Center each quarter.

Work-Study Students

Work-study students (juniors, seniors, and graduate students) provide services related to implementation of the program. Especially, they assure the desired child/adult ratio of 5- or 4-1. Work-study students must meet the requirement of the Financial Aid Office of showing "need" for paid work. They are referred by the director of that office to the Center director, who arranges for interviews by the Center staff members. If necessary, selected Advisory Board members may be asked to investigate students' backgrounds and performance in campus courses. Final decision for hiring rests with the Center director.

Parents, University Practicum Students, and Other Volunteers

Parents indicating particular interests and/or skills provide assistance in many ways, ranging from installation of outdoor play equipment to chaperoning field trips. Some even assist or direct learning centers (e.g., a chemistry experiment). They participate with special groups that plan and carry out program activities, which include visits to the Field House for games and gymnastics, to the university computer center for observation, and to various laboratorieson campus. Parents have landscaped the front area of the Center; they have brought live animals for short stays at the Center. During a week that had the theme of "Snakes," parents aided in helping children recognize the characteristics of poisonous and non-poisonous snakes. Parents are often responsible for calling attention to resource persons in the community, such as artists and musicians.

University students fulfilling requirements of a practicum in connection with a specific course perform under the direction of their professors, aided by the Center director. Their sessions are often video-taped so that later viewing can enhance their understandings of children's behaviors. Children also view the tapes to aid their recall and revisualization. An effort is made to have students understand the scope of the Center's ongoing program and to fit their assignments into that program to the degree possible. The sharing of plans with the Center director initiates the undergraduate and graduate students into the concept of differentiated staffing, at the same time reducing conflicts in scheduling.

Faculty members and other professional personnel in the community respond to invitations to vist the Center for specific observations or demonstrations. (These persons are always welcome and make frequent, unannounced visits. However, they are also asked often to make specific contributions.) The Center director can obtain information concerning the behaviors of

children, with a view of identifying anything that should be told Center staff members and/or parents for the child's benefit. The confidentiality of these relationships prevents undue anxieties on the part of all involved, yet makes possible provision for exceptionalities that should not be overlooked.

Financial Support of Staffing

Enrollment revenues provide the funds to pay the director, the assistant director/instructor, and the two graduate assistants. Volunteers contribute certain materials, sometimes money, as they desire. The University Women's Club makes available small amounts for special projects. The Office of Student Affairs, in an arrangement with the Student Council, has made available funds for the purchase of equipment and materials.

Financial Aid Office funds cover the payments to work-study students. One work-study student is an Accounting major, who assists in billing, filing, and posting. Other work-study students come from a wide variety of disciplines (Theatre Arts, Early Childhood Education, Psychology, Health/Leisure/Sports, Mathematics, Science, and Elementary/Special Education) to enrich the Center's learning environment. Since assignments are based on financial need and are approved by the Center director after careful inverviewing, it has been possible to have some continuity of assignment to the Center, However, the ten to fifteen hours a week assigned does place some restraint on the continuity of program development. The following explanation is inserted at this point to show the evolvement of the present use of work-study students:

> During the period from September, 1973, to September, 1976, 1 and then 2 Cooperative Education (Coop) students worked at the Center for forty hours a week for alternating quarters. Due to policy changes for Financial Aid assistance, payment for Coop students' assignments became impossible. This policy change created a need to gain continuity in staffing in another manner.
>
> Between October, 1976, and April, 1977, (before graduate assistants were hired) an OPS (Other Personnel Services) student with graduate status was hired. This student worked with the children and also with university students performing their practicums at the Center. Under Florida regulations, this type of more competent but not permanent OPS employee has more flexible assigned time (693 hours annually) and need not be hired on a financial need basis. OPS students are paid from enrollment revenues.
>
> As the enrollment at the Center increased and revenues were greater, it was possible for the Center to absorb the cost of hiring two parttime graduate assistants, who receive $3.50 an hour. This meant increasing the budget allotment for 1976-77 for staff salaries by a significant amount.

Because of continuing increase in enrollment and extension of hours that the Center operates, additional personnel were required. The only available source was the Financial Aid Office, which pays the salaries of the required work-study students.

To summarize: The loss of Coop students, necessitated by the Florida State University System policy changes, meant that continuity in supplying the needed personnel has to be filled in a different way. The only available resource, since enrollment revenues could not care for additional employees beyond the two parttime graduate assistants, was the Financial Aid Office. Thus, work-study students are now viewed as an integral part of the staffing arrangements.

The Center Program

Children Served

Twenty-four children is the maximum number that the basic building facility of the UWF Child Care Center can accommodate at any one time. However, the provision of a covered outside patio area with picnic tables and benches, plus fenced-in outdoor play areas, permits inclusion of additional children at specific times. (Since commuting students have varying schedules, there is a constantly changing number of children at the Center, with few children remaining the entire day.) Approximately seventy-seven children were enrolled during fall and winter quarters of the current academic year. Eighty-five have enrolled for spring quarter of 1977. Depending on space, parttime and drop-in children are accepted.

One requirement is that children must be toilet-trained and fall within the age range of two and one-half years and six years during fall, winter, and spring quarters. The upper limit is eight years in summer quarter.

First admission priority is for children of currently enrolled university students. Then enrollment is extended to children of faculty, staff, and alumni.

Children attend the Center when university classes are in session Monday through Friday. Initially, the hours were from 7 a.m. to 5 p.m. However, in the fall term of 1976, the closing hours were extended on a trial basis to 10 p.m. Mondays through Thursday. In the spring of 1977, the closing hours were reduced to 8 p.m. for Mondays through Thursdays, since very few children had been enrolled for later than that time. It has been noted that there is a continuing increase in enrollment during the 5 p.m. to 8 p.m. period for children whose parents attend early evening classes and programs at the university.

Registration Procedures

A parent seeking to enroll a child at the Child Care Center is given a tour of the facilities and is asked to read the policies, procedures, and fees forms. The parent completes a developmental history form and receives a health record form to be updated by a physician. An agreement form and emergency information card are signed, and the parent is given a briefing on the use of the time clock and time cards. An invoice is then presented with the registration fee stated. This fee, when paid, holds a space for the child.

Facilities

The mild Northwest Florida climate and the beautiful site of the Center make possible the designation of the Center as an "Indoor/Outdoor" facility. Outdoor areas, covering twenty-five to thirty acres of hilly wooded land, serve more learning activities than does the indoor area.

The original building (1,295 square feet) was renovated prior to the Center's opening in 1973 at a cost of $13,299. A $6,000 addition is currently in the planning and preconstruction phase; this will provide a roofed-over area and additional toilets, as well as learning centers requiring water. A floor and stage will be added in the second expansion phase at a later date, when new offices will be added. If enrollment continues to increase, a third phase will include an additional room that will incorporate part of the proposed stage and be joined to the existing building in a manner that will not create unusual adaptations for entry of children and staff members.

The main building is fully air-conditioned. The main room can be divided (by an accordian-styled sliding door) to permit nap time for the younger children while older children can have learning activities in the remaining portion of the main room. There is a small kitchen, which can be closed off during periods cooking is done (either by adults or children as part of a learning activity).

The building has an office, an adult bathroom, and a children's bathroom with three young-child-sized commodes and wash basins. A small front porch leads into an entry hall that contains the check-in clock and "parent cubbies" (holders for messages to parents). There is also a small back porch, large enough for nature projects of small size. There are two fenced-in yards, one at the back and another at one side of the Center. In addition, one covered patio area has been extended for use during rainy weather or for shade in the hot summer months. A small auxiliary structure is used to store outdoor play equipment that is not affixed permanently in the play area.

In front of the main building is the Early Childhood Outdoor Learning Experience (ECOLE) nature trail made available for the children through the efforts of practicum students and parents.

Along the beautiful winding trail, which has many varieties of soil, rocks, and flora, the children can stop for experiences at bird feeders, bird-watching stations, special nature-study stations, and creative dramatics in the open-air "magic theatre" (an area of pavement large enough to permit group activities, with trees and shrubs surrounding the area to permit "entrance" points or theatre wings). Through a grant or volunteered assistance, it is hoped that this area for environmental learning can be expanded so that full use can be made of an existing bridge and a pond that needs to be revitalized so that ducks will remain there.

The University Field House is available for various activities, especially games, gymnastics, and dance. A new swimming pool will permit children to receive instruction in water safety and swimming (at an additional cost). The University Theatre, Music Auditorium, Art Museum, and Library are also available for planned activities. The Elementary/Special Education Department Curriculum Center contains a room designed for Early Childhood Education activities; learning centers are frequently set up there by practicum students, and groups of children are taken there (usually with videotaping of their experiences for enjoyment later by both the children and the university students). There is also a Reading Center, where children of kindergarten age may engage in readiness or actual reading activities under the supervision of Reading graduate students. Finally, there are two outdoor nature trails on the campus, providing diversified study of nature and efforts to improve the ecology of the environment.

Curriculum

The University of West Florida Child Care Center curriculum encourages creative and inquisitive learning through spontaneous activities. The program emphasizes the open classroom concept, utilizing both indoor and outdoor areas, with an emphasis on cognitive and communication skills learning. Multi-age level interactions are common.

Many activities revolve around a weekly theme selected by the Center staff. Special events, resource visitors, and weekly field trips related to the theme enrich the program.

Experiences encompass university activities such as these: (a) attending Theatre Arts rehearsals of university productions, (b) participating as active subjects in learning centers developed by the Early Childhood Education classes, (c) taking part in Music Department workshops, and (d) having svpervised gymnastics in the tumbling room under the direction of Health/Leisure/Sports students at the University Field House.

Creative drama has become an adjunct that pervades the curriculum. Using simple props and costumes or puppets, Theatre Arts students work with the children in the nature trail setting. The Center staff extends this direct training to other situations

to enhance children's perceptual and role-trying abilities, as well as to give the confidence needed for a positive self-concept. Summer quarter sessions have focused on creative drama, creative communication arts, and/or humanities experiences for children of different age groups (extending to age 14 for the period of special activities).

The fine arts play an important part in weekly themes and special events. Art activities range from art appreciation to visual-motor skill development (sand painting, foot and finger painting, and pasting) to creation of designs (block printing, book binding, collage making, and mobile designing and making). Musicians such as Josh White and his guitar, a symphony woodwind trio, or a folk singer may appear to perform with and for the children. Arrangements are made for children to sing with and without accompaniment, make and play instruments, create their own songs and electronic music, and enjoy rhythmic activities.

Sensory experiences, measurement concepts, language development, and dramatic play are enhanced by the media of sand play and water play. Work benches in the outdoor area of the Center permit carpentry activities, from which children learn mathematical concepts, develop body coordination, and perform creative tasks.

A natural place for gaining scientific concepts is the nature trail, where children learn the names and study the habits of birds, animals, and fish. They come to recognize, name, and discuss the local flora. Also, they plant vegetable and flower gardens in what is already a beautiful area that includes a multiplicity of natural flora as well as shrubs and trees planted at the time the original house was built and the site landscaped. Fallen leaves, twigs, shells, and acorns are easily incorporated into the teaching of math sets to supplement more structured approaches to the learning of number concepts in the Elementary/Special Education Mathematics Laboratory or in learning centers.

Improved body coordination results from the use of both stationary and portable outdoor play equipment that encourage spontaneous, creative play. There is an obstacle course that promotes following directions and maintaining equilibrium. Creative movement activities are a regular part of the program. Various sized blocks are used to strengthen children's self-concepts and social interaction as well as assist with physical development.

Sensory-motor development is enhanced by what is called the Home Living Center, which can be placed in various areas of the Center. The kitchen is one of the favorite places as children take particular joy in such experiences as these: (a) the aroma of cookies baking (sense of smell), (b) rolling out dough (senses of touch and movement); (c) seeing cookies bake (sense of sight); and eating cookies (sense of taste).

In the weekly theme programs and/or special events, children have activities related to their families and people from other cultures. Visiting resource people (e.g., policeman, nurse, artist, guitarist) come to the Center to explain their occupations to the children. As part of the annual celebrations of United States holidays, the children learn what holidays bring to children who live in other nations.

The readiness aspects of the Language-Experience Approach to reading was selected as suitable for multi-age level groups at the Center. Through planning of events that lead to oral discussion, the Center staff can encourage the development of story-telling skills and the sequencing of events. Sometimes, considerable attention is given to one theme. In that way, it is possible to teach children different ways of telling a story and helping them become aware of arrangement of words in sentence structures. Sentence expansion and vocabulary development are carefully planned as staff members note children's special abilities and needs.

For children who are really ready to read and can remember printed words, word banks are provided. As the children progress, they build good sight vocabularies and learn to "sound out" words under the direction of well-trained personnel. (Formal reading instruction is rarely planned except for children of kindergarten age who already demonstrate their readiness for a sequential program.) Great emphasis is placed on helping children of all ages learn to predict words from context clues (while listening to stories or learning songs) and to give conscious attention to their own sentence structure. (There is no correction of immature language, but there is attention to provision of good models and listening experience to enhance language development.)

For the "very young," the total cognitive and language development program demonstrates that there is a connection between the written word and the spoken word, as evidenced by the writing of stories dictated by the children. The "older child" can conceptualize that any story is another person's thoughts and is composed of thoughts written down in words.

Evaluation of Children's Progress

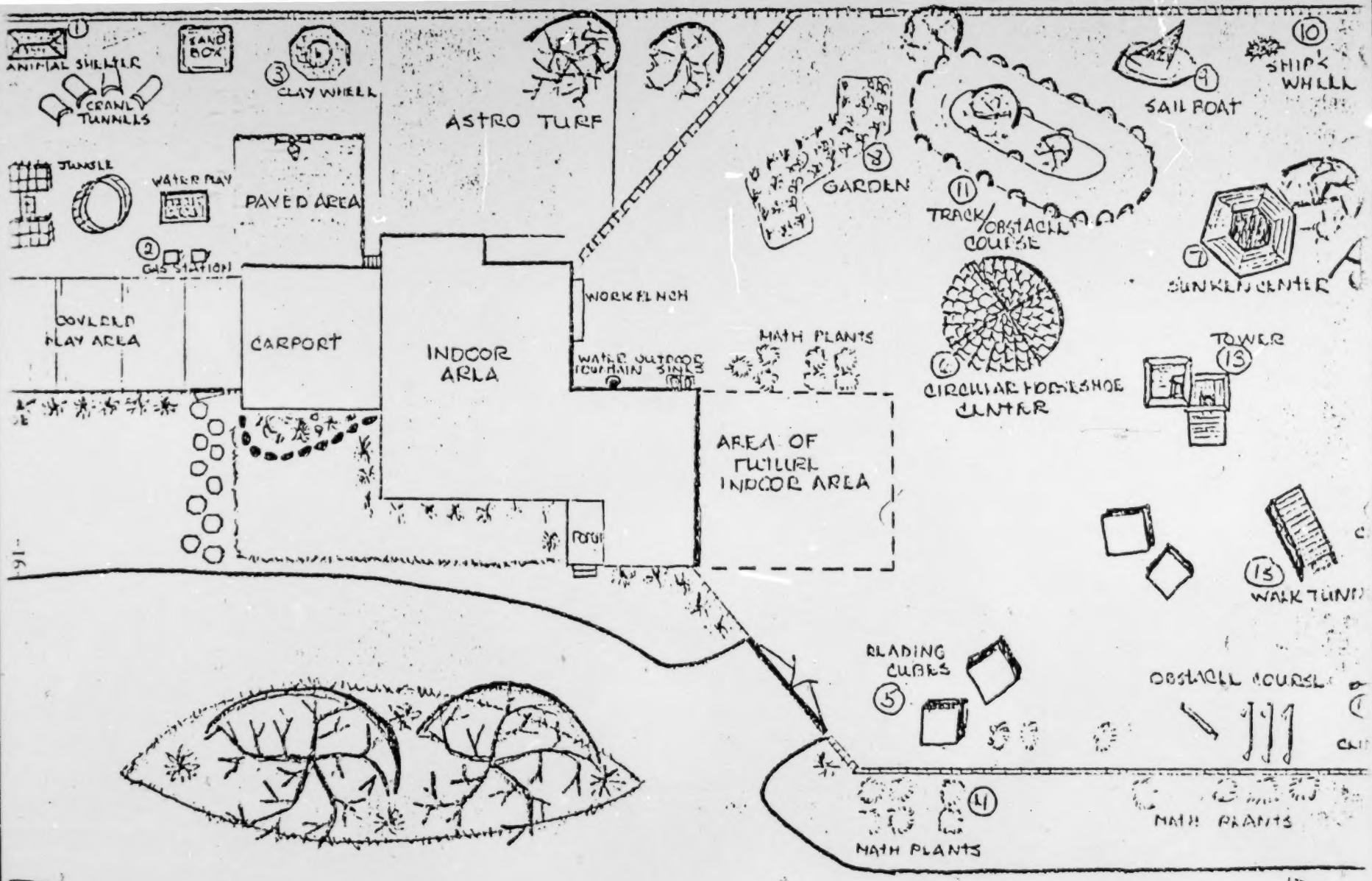
The on-going evaluation and communication processes are believed to be the chief reasons for the Center's success, especially in the establishment of healthy parent/child relationships. Staff members report informally through direct daily contact with parents. Staff meetings, related to either individual children or group activities, help the Center personnel make decisions on approaches to be used in responding to the needs of the children. Staff meetings are open to parents and often feature slide presentations or lectures by resource people such as those with the Infant Stimulation Center, Hospital Speech and Hearing Clinic, and the Center for Retarded Children.

Anecdotal records are kept for children so that observations of various behaviors are noted for a period of time. It is possible to measure growth and determine how well children are overcoming problems by reading the entries made over several weeks' time. Practicum students, specially trained to keep anecdotal records, contribute by collecting data. Student volunteers from the departments of Special Education, Psychology, and Early Childhood Education also add data to the records.

Evaluation of Curriculum and Center Operation

The frequent Center staff meetings provide a forum for continuing evaluation of the activities and scheduling at the Center. Recommendations are formalized when sufficient trials support them. Discussions of the Advisory Board aid the Center director in planning Center staff discussions and planning. The openness of all interactions among those involved in any way at the Center makes possible the inclusion of both input and reinforcement, making the evaluative process a continuous and harmonious one.

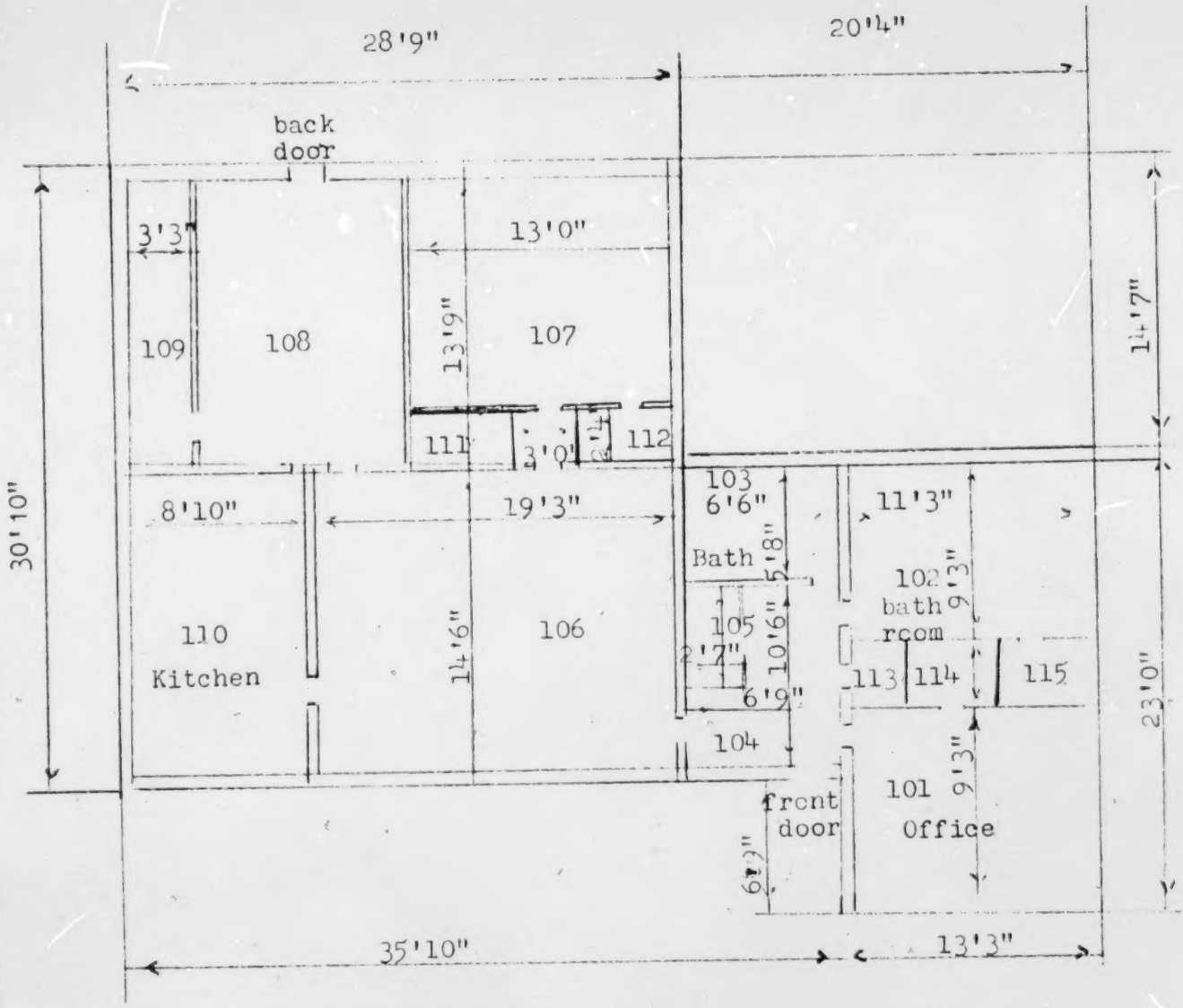
Summary reports of particular phases of activities or needs go to the Vice President of Student Affairs for his consideration and communication with affected departments or offices. Oral reports to a representative of the Office of Student Affairs promote action when there is an obvious need to be met quickly.



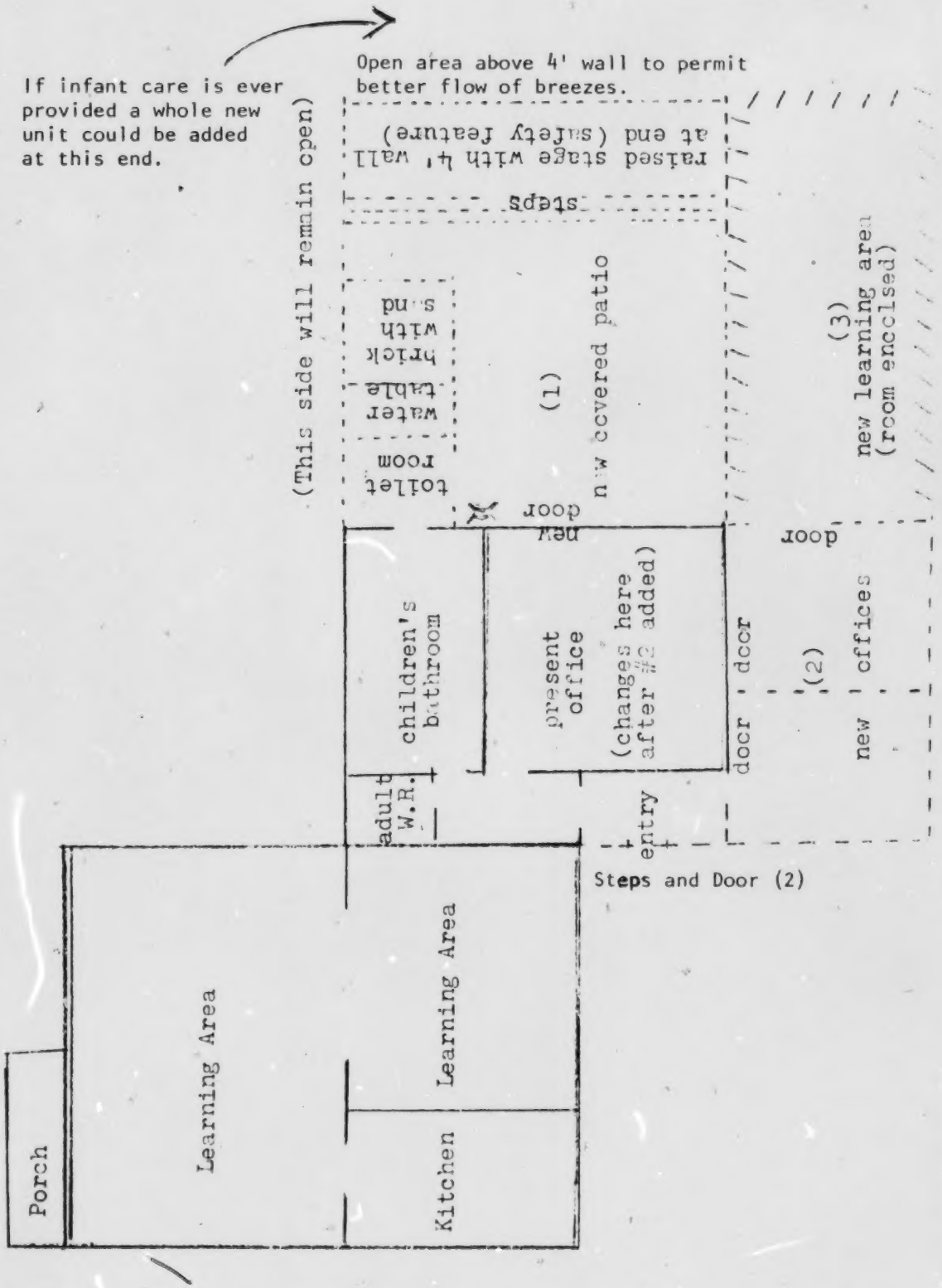
THE UNIVERSITY OF WEST FLORIDA

CHILD CARE CENTER AND GROUNDS

APPENDIX L



THE UNIVERSITY OF WEST FLORIDA
CHILD CARE CENTER
Floor Plan



UWF Child Care Center
Proposed Additions--Three Major Phases (Measurements Estimated)

POSITION DESCRIPTION
DIRECTOR

1. Supervises the planning and implementation of activities for children in Child Care Center.

2. Plans and conducts training programs for assistant director, staff and volunteers. This program includes planning fo group and individual activities, handling emergencies, dealing with behavior problems, interpersonal relations, discussion of Center activities, study of rules for the smooth operation of the plant, as well as organizing staff/parent roundtable discussions of specific child concerns.

3. Supervises performance of assistant director, students and volunteers.

4. Maintains all necessary records for the center, e.g., health, attendance records, budgets, results of experiments, and revenue accounts.

5. Prepares annual budget, maintains records of receipts and expenditures, and submits summary reports on the financial status of the center.

6. Plans, in conjunction with faculty members, the use of the center as a practimum experience or academic programs, and supervises the activities of undergraduate students while they are at the center. Approves and supervises experiments or controlled experiences suggested by academic departments as a part of the practicum experience for their students.

7. Maintains communication with appropriate University agencies and community groups, explaining the purpose of the center.

It should be noted that in addition to the administrative ability required to fulfill the duties listed above, the director should possess a certain amount of personal qualities which enable him/her to function effectively and serenely in an atmosphere of continual fluctuation. The director must be able to tolerate ambiguity, make decisions, and maintain a sense of humor. He/she must have the ability to work with and to utilize the talents of a variety of resource personnel.

POSITION DESCRIPTION
ASSISTANT DIRECTOR/INSTRUCTOR

1. Is responsible for the safety and welfare of the children while they are attending the Center.

2. Develops and implements lesson plans; schedules weekly field trips appropriate for children of this age group.

3. Assumes, in the absence of the director, the supervisory and administrative duties of that position.

4. Aids in registration of children and orientation of parents.

5. Helps establish and reinforce fiscal and administrative policies.

6. Co-ordinates activities, assists in orientation of University students, demonstrates the function of learning centers, and assists in providing schedules for Work-Study students who use the Center for their practicum experience. In addition, the Assistant Director/Instructor should also possess the personal qualities of sensitivity to children, gentleness, calmness under stress and a sense-of-humor.

7. Develops a Language approach to reading with children who show an interest in this area.

POSITION DESCRIPTION
GRADUATE ASSISTANTS

1. Is responsible for the safety and welfare of the children.

2. Is responsible for implementation of Learning Centers related to their own particular field of study (i.e. Reading, HLS, etc.)

3. Must possess the ability to work and relate well with small children, parents and peers.

4. Assists the Director and Assistant Director with reinforcing fiscal and administative policies.

5. Co-ordinates activities with Director, Assistant, other Graduate, Work-Study and students from the University classes experiencing their practicum at the Center.

6. Aids in registration of children and orientation of parents.

APPENDIX 5

THE UNIVERSITY OF WEST FLORIDA
Activity and Service Fee
Budget Request Summary, 1977-78

Name of Program Child Care Center Account No. 71-3101-212

A & S Fee Allocation 1976-77 $2807.70 Actual Revenue 1976-77 (to date) $24,465.12

	1976-77 Amt. Approved	1977-78 Amt. Approved
CATEGORY I - Salaries and Wages		
1100 Salaries and Wages	$21,747.24	$22,834.61
CATEGORY II - Other Personnel Services		
1200 Other Personnel Services (Seasonal)	$ 6,720.00	$ 6,110.00
Category II Subtotal	$ 6,720.00	$ 6,110.00
CATEGORY III - Expense		
2200 Communication & Transportation	$ 324.00	$ 336.00
2300 Printing & Reproduction Services	$ 195.00	$ 150.00
2400 Repairs & Maintenance	$ 75.00	$ 80.00
2600 Travel	$ 375.00	$ 395.00
3200 Building & Construction Supplies	$ 150.00	$ 150.00
3400 Educational Supplies	$ 150.00	$ 500.00
3500 Food Products	$ 1,200.00	$ 1,500.00
3800 Office Materials & Supplies	$ 250.00	$ 250.00
3900 Other Materials & Supplies	$ 745.00	$ 800.00
4400 Rental of Equipment (Zerox)	$ 15.00	$ 15.00
Category III Subtotal	$ 3,479.00	$ 4,176.00
TOTAL (All Categories)	$31,946.24	$33,120.61
ANTICIPATED REVENUE (1977-78 Revenue/Other Funding)		$28,000.00
FINAL TOTAL		$ 5,120.61

THE UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA 32504

OFFICE OF STUDENT AFFAIRS

To: UWF Students
From: Child Care Center Staff

We are asking your assistance in gathering information concerning the need for a child care center on the University campus. Before a decision to establish such a service is made, it is important that we have current, realistic data about the extent to which it would be used. Therefore, please answer the following questions as if you were making the determination whether or not to actually leave your child at a child care center on campus.

1. Number of children between the ages of $2\frac{1}{2}$ and 6 years _____

2. If the University were to establish an on campus child care center, supervised by a professional and charging fees comparable to those charged by local nurseries, would you use this service instead of your present establishment?
   Yes_____ No_____

3. How often would you use this service? (Number of hours in each category)
   8 a.m. - Noon _____ 5 p.m. - 9 p.m. _____
   Noon - 5 p.m. _____ Total hours per week_____
   Occasionally, but not on a regular basis _____

4. Would you utilize this service during the summer quarter as well as the fall, winter, and spring quarters?
   Yes_____ No_____

5. Would you utilize the service on Saturdays?
   Yes_____ No_____

Name_____Telephone Number_____

Address_____

Student classification: Jr. _____ Sr. _____ Grad. _____

Please make any comments which you feel would be helpful in consideration of this matter and return in the enclosed envelope.

PARENT'S SS # _____

PARENT'S NAME _____

PARENT'S ADDRESS _____
STREET

CITY _____ STATE _____

ZIP _____

PARENT IS

_____ STUDENT, STAFF

_____ FACULTY, ALUMNI

CONTRACT IS

_____ WEEKLY

_____ MONTHLY

_____ QUARTERLY

_____ DROP-IN

NOTE: If your contract charge is going to change from month to month, then please correct contract card before billing date. THANK YOU

Child's Name _____ Quarter _____

Date Effective _____

Hours During Which Child Will Be In The Center:

Monday _____ to _____

Tuesday _____ to _____

Wednesday _____ to _____

Thursday _____ to _____

Friday _____ to _____

No. Hours Weekly _____

Contract Charge _____

_____
Parent's Signature

DEVELOPMENTAL HISTORY

HOME AND FAMILY

I. Child's Name _____ Sex _____

Nickname, if any _____

Home Address _____ Home Telephone _____

II. BIRTH AND EARLY DEVELOPMENT

Date of birth _____ Birth weight _____

Place of birth _____

Type of delivery _____

Condition at birth _____

Is child adopted? _____ At what age? _____

Do parents plan to tell child about adoption? _____

When? _____

Indicate child's age when the following appeared:

Sat without support _____ Crept _____

Walked alone _____ First word _____

First interest in books _____

III. CHILD'S HOME AND FAMILY

FATHER

Name _____ Date of birth _____

Occupation _____

Where employed _____

Education & Training (List schools attended, years of attendance, degrees):

school or college	years attended	degree

Father's special interests, group affiliations, etc. _____

_____

_____

MOTHER

Name _____ Date of birth _____

Occupation before marriage _____

Present occupation _____

If gainfully employed, where _____

Education & Training (List schools attended, years of attendance, degrees):

school or college	years attended	degree
_____	_____	_____
_____	_____	_____

Special interests, group affiliations, etc. _____

_____

_____

OTHER MEMBERS OF HOUSEHOLD

List other children in family, relatives, servants, etc.

Name	Age	Relation to Child
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Child's parents: Separated _____ Divorced _____

Mother living _____ Father living _____

Has anyone other than the parents played a major role in the care of this child? _____

Describe (who, when, etc.) _____

_____

Describe the child's reaction to care by adults other than the parents:

_____

_____

_____

Has the child had any experience of being separated from the parents for any length of time? Describe experience and child's reaction and adjustment:

_____

_____

_____

_____

_____

IV. DAILY ROUTINES

Comment on child's appetite and interest in food _____

_____

What are child's favorite foods? _____

_____

What foods are disliked or refused? _____

_____

Have sensitivities/allergies to particular foods been noted? _____

Describe _____

SLEEPING

What difficulties, if any, have been associated with sleeping?

_____

_____

Night sleep: from _____ p.m. to _____ a.m.

Does your child take daily naps? _____

If so, how long do they usually last? _____

V. PLAY

Describe outdoor activities enjoyed by child _____

_____

List child's favorite toys _____

_____ _____

_____ _____

Are there pets in the family? _____

_____

Describe child's interest in pet/pets _____

_____

Is child interested in music? _____

Describe musical activities he particularly enjoys _____

_____

Do playmates come to his home often? _____

Does he play often at other playmates' homes? _____

What does he most enjoy doing with other children? _____

_____

_____

_____

VI. TEMPERMENT AND BEHAVIOR

In the following list check those traints of temperment or behavior that in your experience best describe this child:

_____Excitable	_____Irritable	_____Cheerful	_____Fearful
_____Sensitive	_____Demanding	_____Nervous	_____Submissive
_____Active	_____Anxious	_____Quick-tempered	_____Friendly
_____Quiet	_____Observant	_____Confident	_____Awkward
_____Easy-going	_____Restless	_____Stubborn	_____Shy

What behavior, if any, has worried you in this child? _____

_____

Of what things (in what situations) has this child shown definite fear?

_____

_____

What has been done to calm his fears? _____

_____

What situations or events most often make him angry? _____

_____

_____

What do you consider this child's most attractive characteristics? _____

_____

_____

What do you find most irritating in this child's behavior or make-up? _____

_____

_____

Father's method of discipline and child's reaction to it _____

_____

_____

Mother's method of discipline and child's reaction to it _____

_____

_____

What methods of control, discipline, teaching work best with this child?

_____

_____

_____

Should it become necessary to discipline your child, how would you prefer that the Child Care Center teachers discipline your child?

_____

_____

_____

_____

_____

_____ _____

Date Signature of Person Furnishing Above Information

I hereby authorize the Child Care Center Supervisor to take my child on field trips.

I hereby authorize the Health Center to administer medical treatment to my child in the event of an accident or emergency illness.

I hereby authorize the photographing of my child for instructional purposes.

I hereby agree to allow publication of photographs of my child in conjunction with materials produced by The University of West Florida Office of Information Services. Permission is granted to use the photographs for publicity purposes.

It is my understanding that The University of West Florida is not responsible for any accident or injury suffered by my child while in attendance at the UWF Child Care Center.

_____
Name of Child

_____
Signature of Parent

_____
Date

UWF CHILD CARE CENTER
INITIAL HEALTH RECORD

1. Do the parents consider that this child has been

_____ unusually healthy up to the present time?

_____ as healthy as the "average" child?

_____ more subject to illness than other children?

2. Is this child subject to "colds" (upper respiratory infections?)

_____ frequent _____ severe

_____ occasional _____ mild

_____ rare

3. Is this child subject to

_____ constipation? _____ frequently
_____ occasionally
_____ rarely

_____ diarrhea? _____ frequently
_____ occasionally
_____ rarely

4. Does this child run a fever

_____ frequently?
_____ occasionally?
_____ rarely?

and when he/she has an elevation of temperature is it usually

_____ high (above 103°)?
_____ moderate?

With high fever has he/she ever had convulsions? _____ yes
_____ no

5. Check diseases or illnesses this child has had, indicating severity, complications:

Measles _____ Mumps _____

German Measles _____ Chicken Pox _____

Scarlet Fever _____ Whooping Coughs _____

Influenza _____ Colds _____

Ear Infection _____ Bronchitis _____

Tonsilitis _____ Pneumonia _____

Glandular Infection (swollen glands) _____

Intestinal Parasites (pinworms, roundworms) _____

Urinary Tract Infection _____ Gastro-intestinal Infection _____

_____ _____

Hay Fever _____ Anemia _____

Convulsions _____ Eczema _____

Asthma _____

6. Operations (give date and describe) _____

7. Injuries (give date and describe) _____

8. Other (describe any difficulties that have ever been observed with child's

hearing _____ vision _____

other _____

9. Check whether any of the following has been in either side of the family?

_____ Heart trouble (hypertension, rheumatic fever)

_____ Brights disease (chronic kidney infection)

_____ Blood diseases (leukemia, hodgkins disease)

_____ Diabetes _____ Tuberculosis

_____ Cancer _____ Mental Illness

_____ Anemia _____ Any chronic diseases (describe)

_____ Major allergies

10. Comment on general health of other members of this child's family.

_____

_____

Date _____ Signature _____

IMMUNIZATIONS

THIS PAGE TO BE COMPLETED BY CHILD'S PEDIATRICIAN

Child's Name _____

	First	Second	Third	Booster	Booster
D.P.T. oral polio					

	Date		Date	Result
Measles	_____	T.B. Skin Test	_____	_____
Mumps	_____	Smallpox (Not recommended since 1974)	_____	_____
Rubella (German Measles)	_____	Tetanus Toxoid or D.T. Booster	_____	_____

SCHEDULE OF RECOMMENDED IMMUNIZATIONS BY THE AMERICAN ACADEMY OF PEDIATRICS, 1975

2 months	DPT, oral polio
4 months	DPT, oral polio
6 months	DPT, oral polio
9 or 10 months	T.B. Skin Test
12 months	MMR (Measles, Mumps, Rubella)
18 months	DPT, oral polio
4 or 5 years	DPT, oral polio

T.B. Skin Test once a year at the discretion of the physician and community prevalence.

D.T. Booster every ten years after primary series.

For injury, a Tetanus Toxoid or D.T. Booster is needed only every five or ten years after primary series and at the discretion of the physician.

UWF CHILD CARE CENTER

EMERGENCY INFORAMTION FORM

The University of West Florida
Child Care Center
Application
Emergency Information

Quarter _____

Date Effective _____

Child's Name _____ Child's Age _____

Parents' Names _____ Child's Sex _____

Mailing Address _____

Telephone Number (home) _____ (business) _____

Child's Physician _____ Dr.'s phone no. _____

Name of someone to be contacted in case of emergency, if parents cannot be reached:

_____ Phone _____

Parent's Class Schedule:

Subject	Time & Days	Professor	Bldg/Room

UWF CHILD CARE CENTER
FEE PAYMENT PROCEDURES

The fee payment system listed below allows you to enroll your child for a block of hours, rather than committing you to specific days and times. Parents can request one-week, four-week, or quarterly billing. Since the quarters are not three exact months each, you will be billed for four weeks, not by the month. If you select weekly billing, your billing period will be that week. If you select a four-week billing, then your billing period will be the four weeks indicated on your invoice. Any unused hours may be used within the billing period, otherwise, all unused hours lapse. If you exceed your contract hours, you will be charged 85¢ per hour overtime charge.

Parents may change their contracted hour-block or billing period if requested one week prior to the last day of the billing period you have selected, and only for valid reasons. We cannot refund money. Therefore, we advise you to carefully consider the hour-block and billing period you choose.

Undergraduate Student and Staff Rates:

No.	Hour-Blocks	Charge/Week 1 Child	Charge/Week 2 Children	Charge/Week 3 Children
1.	0-8	$ 5.20	$ 9.45	$13.20
2.	8.1-15	9.75	17.70	24.75
3.	15.1-22	14.30	25.95	36.30
4.	22.1-29	18.85	34.20	47.85
5.	29.1-35	22.75	41.30	57.75
6.	35.1-45	25.00	45.00	62.50
Hourly rate per child is:				
No. 1-5		65¢	59¢	55¢
No. 6		55¢	50¢	46¢

Graduate Student and Faculty Rates:

No.	Hour-Blocks	Charge/Week 1 Child	Charge/Week 2 Children	Charge/Week 3 Children
1.	0-8	$ 5.60	$10.08	$14.16
2.	8.1-15	10.50	18.90	26.55
3.	15.1-22	15.40	27.72	38.94
4.	22.1-29	20.30	36.54	51.55
5.	29.1-35	24.50	44.10	61.95
6.	35.1-45	27.50	49.50	68.75
Hourly rate per child is:				
No. 1-5		70¢	63¢	59¢
No. 6		61¢	55¢	51¢

UWF Child Care Center
Fee Payment Procedures

Additional Information:

1. An annual non-refundable reservation fee of $7.50 will be charged for all new and returning children each year beginning in September and ending in August. This fee covers costs of snacks, construction materials, and field trips.

2. Fees for the first week of each quarter will be 65¢ per hour per child for undergraduate students and staff and 70¢ per hour per child for graduate students and faculty. Fees for the last week of the quarter are prorated should the last day of finals fall within the week. The Child Care Center closes at 5 p.m. on the last day of finals. Example: The last day of classes falls on Wednesday. Your monthy charge will be divided by five and you will be charged for Monday, Tuesday, and Wednesday. Your contracted hour block will also be divided by five, and this will give you the number of hours you will be entitled to for the last week of school.

3. At the beginning of each payment period, you will receive a bill in your "parent cubby box" located in the entry hall of the center. You can either pay your bill in person at the Cashier's Office or mail your check and invoice to: Cashier's Office, The University of West Florida, Pensacola, Florida 32504. Payment may also be made at the Child Care Center if you pay by check. Your check along with the invoice will be mailed through Campus Mail to the Cashier's Office.

4. If your bill has not been paid within five working days of the billing date, you will find a warning note in your box. If the bill is not paid within 10 days of the billing date, your child will be refused admission to the Center. All unpaid bills at the end of the quarter will be remitted to the Cashier's Office for collection. There will be a Hold placed on all your records, transcripts, and a delay in registration until the bill has been cleared.

5. We will be charging an overtime fee of $5 after the 8 p.m. closing time on Monday through Thursday and also after the 5 p.m. closing time on Friday.

6. For safety reasons in providing adequate staffing, we do not permit regular drop-ins. We request you sign a new contract each quarter. Irregular drop-ins are accepted on a space available basis at a rate of 75¢ per hour.

WELCOME TO THE UWF CHILD CARE CENTER

We believe that you will find this an exciting and pleasant place to work. The center, which grew out of demand and concern by students and with the support of faculty and administrators of the University, is charged with providing both excellent physical care and the highest quality of early childhood education to the preschool children of students attending The University of West Florida.

Meeting this challenge is lots of fun and very rewarding. It is also energy-absorbing and requires much planning, coordinating, and follow-through. We need many hands, feet, minds, and hearts to provide the services which should be offered, and we are fortunate when we can have volunteer or student helpers to share the task. We value you highly!

A single day in the center should show you how much help your presence and your talents can be. Perhaps it will take a little longer for you to fathom just how important you regular participation becomes. We will count on you--and one anticipated helper who turns up missing can result at least in disappointed children, at most in chaos for the day's plans. It is our confidence that if you care enough to join us, you will care enough to send a qualified replacement if you cannot be there the times when you are scheduled to be working in the center. Just as in our limited space, we cannot have "spare" people standing around, so we also cannot spare any member of the team who has become involved. We promise you a real feeling of being needed.

We are confident that you will vastly enrich our services, and we THANK YOU for joining us. Your experiences here should prove both enjoyable and personally satisfying. Please feel free to call on the Center's Director, Ms. Ginger Christensen, if you have questions about procedure or planning.

UWF CHILD CARE CENTER

REGISTRATION OF NEW PARENTS

1. The following should be given to the parent to read:

   a. Registration Packet
      (1) Registration Procedures
      (2) Fee Payment Procedures

2. The following forms should be given to the parent to fill out:

   a. Emergency Card
   b. Contract Hour Card
   c. Initial Health Record
   d. Developmental History
   e. Letter of Agreement

3. From the Contract Hour Card the child's name and the appropriate billing rate should be entered on the billing chart. The Hour-Block should be entered on the overtime chart.

4. From the Emergency Card, the address and social security number of the parent should be entered on the address chart.

UWF CHILD CARE CENTER
ACCOUNTING PROCEDURES
INTERNAL

I. The Child Care Center should require that all users of the Center sign a Letter of Agreement as a prerequisite for utilizing the space and facilities offered by the Center. (Attachment I)

II. Attendance Reservation Forms

A. General

Signed Attendance Reservation Forms (Attachment II) must be kept on file. This form, which is a supplement to the Letter of Agreement, serves as an instrument for changing certain terms of the contract without the necessity of actually negotiating a new contract. This form is used as a three-fold document:

1. Future planning of space and facility requirements of the center will be based upon information furnished on the form.
2. The form serves as the document upon which contractual charges are based.
3. This supplement to the Letter of Agreement is contractual proof of original and revised terms agreed upon by both the University Child Care Center and parent.

B. Procedures For Using The Form

1. The Attendance Reservation Form must be completed in full, signed by both parties to the agreement and dated.
2. Special care should be taken when one supplement updates or supersedes the existing form on file. The updates should be assigned the next higher sequential number, so that the changes can be referenced numerically according to the date the change was made. All forms used by the Child Care Center must be kept for the required record retention period for audit purposes.

III. Time Cards

A. General

Time cards (Attachment III) are the basic documents for recording and computing fees due the University Child Care Center. While the Attendance Reservation Form projects estimated usage of the center's facilities (including the contracted weekly amount due the University), the form does not record the actual time and date which a particular child attended. Use of the time card is essential to capture both contracted and non-contracted charges due the Child Care Center.

B. Procedures For Using The Time Cards

1. Time cards should be prepared weekly for each child who is under contract to use the Child Center facilities.
2. At the beginning of each week (Monday) the staff of the Child Care Center should transmit the appropriate time card to each parent having a child under contract with the Center.

3. Validated time cards should be picked up weekly (preferably Friday p.m.) by a staff member of the Center. Information furnished on each card must be summarized in the space provided on the back. This information must then be compared to the Attendance Reservation Form to determine if additional billing for overtime rates is applicable.
4. After charges due the University have been computed, invoicing procedures should be instituted.

IV. Invoicing Procedures

A. Invoice Form

1. The standard University of West Florida three part invoice (Attachment IV) must be used. This invoice form, which is obtained from the University Controller, will be issued to the Child Care Center in "numerical blocks." The forms must be issued in numerical sequence and a complete accountability for all forms which are issued kept. If an invoice form is spoiled, it should be voided and all three copies retained in the Child Care Center.
2. Distribution of the form follows:
   a. The original (white) copy should be given to the parent with instruction to present the invoice and amount shown to the University Cashier for payment.
   b. The second (yellow) copy should be sent to the University Cashiers' Office for collection follow-up of past due accounts.
   c. The third (pink) copy should be retained in the Child Care Center for posting to the Accounts Receiving Ledger.

B. Invoice Preparation

1. Invoices should be typed and furnished each parent on either a weekly, monthly or quarterly basis as determined by payment terms specified in the Letter of Agreement and in accordance with predetermined billing schedules.
2. Invoices which are rendered on a weekly billing cycle should be given to the appropriate parent each Wednesday. The exception to this rule would be for the first week's charge. Since the University requires advance payment for services rendered, the first weekly charge would have to be billed and paid on the first day of the first week. Itemization on each invoice would be as follows:
   a. The contractual amount due for services which will be rendered by the University in the subsequent week will be shown as a line item.
   b. Overtime (non-contractual) charges for services rendered in the prior week will be shown as a line item.

   The payment deadline schedule for the weekly billing cycle would be on Monday following the Wednesday invoice date.
3. Invoices which are rendered on a monthly billing cycle should be typed and given to the parent the first Wednesday of each month. The exception to this rule would be for the first month's charge which would have to be billed and paid on the first day of the first monthly service period. Itemization on each invoice would be as follows:
   a. The contractual amount due for services which will be

rendered by the University in the subsequent month will be shown as a line item.

b. Overtime charges for services rendered by the University for the prior month will be shown as a line item monthly, except that overtime charges will be billed weekly during the last two weeks of the last month in each quarter.

The payment deadline for the monthly billing cycle would be on Monday following the invoice date.

4. Invoices which are rendered on a quarterly billing cycle should be typed and transmitted to the parent the first Wednesday of each quarter. Itemization on each invoice would be as follows:
   a. The contractual amount due for services which will be rendered by the University during the current quarter will be shown as a line item.
   b. Overtime charges will be billed on a monthly basis, except that overtime charges will be billed weekly during the last two weeks of the last month in each quarter.

   The payment deadline schedule for the quarterly billing cycle would be on Monday following the invoice date.
5. The invoice form should be completed as follows:
   a. Type in the Social Security number of the parent who signed the Letter of Agreement.
   b. Type in the invoice date.
   c. Type in the address of parent who signed the Letter of Agreement.
   d. Type in the Department Number of the Child Care Center which is 71-3101-212.
   e. Type in the Revenue Object Code which has been assigned to the Child Care Center. This number is 10907.
   f. Type in a description of the charges due the Child Care Center.
   g. Show amounts due the Child Care Center. The description and amounts due will be obtained from information provided on the Attendance Reservation Form and Time Card.

C. Accounts Receivable Ledger

The use of an Accounts Receivable Ledger is recommended as an aid in accounting for the invoicing and payment of outstanding balances. The format and procedures for establishing and maintaining such a ledger follow:

1. A ledger sheet (Attachment V) should be established for each user (account) of the Child Care Center. It is recommended that the ledger sheets be arranged in alphabetical order in the ledger. A control sheet (account) must also be established on which to summarize the periodic postings. Postings to the ledger must be done systematically and kept up-to-date to be of value and to provide an adequate audit trail.
2. Posting of charges (debits) and payments (credits) should follow the format shown below:
   Charges (debits) which are the amounts due the Child Care Center are obtained and posted from the pink copy of the invoice.
   Payments (credits) which are the amounts collected by the University Cashier for the Child Care Center are obtained and posted from the Cashier's Receipt which is transmitted to the Center (Attachment VI).

3. Postings should be summarized on the control account as follows: An adding machine tape of all charges and payments should be run and the total of each posted in the applicable debit or credit column. The date invoices are posted and notation "Summary of Posting" should reference each posting.

D. Collections

Payment on accounts due the Child Care Center should be made by the parent to the University Cashiers' Office. The Child Care Center is not authorized to collect and/or receipt for cash collections.

1. When payment is received in the Cashiers' Office, a regular cash receipt is prepared and validated.
   a. The original (white) copy is given to customer.
   b. The yellow copy is retained in the Cashiers' Office.
   c. The green copy is transmitted to the Child Care Center where it is used as a posting copy and then filed for reference and audit purposes.

V. Purchases

Purchases for all materials and supplies used in the operation of the Child Care Center must follow prescribed University purchasing regulations as established by the Department of Purchasing.

APPENDIX 14

"ATTACHMENT 1"

THE UNIVERSITY OF WEST FLORIDA
CHILD CARE CENTER
PENSACOLA, FLORIDA

LETTER OF AGREEMENT

I the Undersigned (hereinafter referred to as the parent) contract with the University of West Florida (hereinafter referred to as the University) to utilize the Child Care Center in accordance with the provisions and terms of this Letter of Agreement as listed herein:

1. The University agrees to reserve space and provide facilities within the designated Child Care Center for the enrollment and attendance of eligible children for the academic quarter shown below.
2. The University will publicize and disseminate written Policies and Procedures which it deems necessary to effect safe efficient operations of the Child Care Center and which it feels are in the best interests of the children enrolled. Both parties to this contract agree to adhere to these procedures.
3. Fees to be charged by the University will be in accordance with the fee schedule in effect on the date of this contract. Such fee schedule will be published in the written Policies and Procedures issued by the Child Care Center.
4. Fees charged by the University will be computed on the basis of the Attendance Reservation Supplements to this Letter of Agreement and in accordance with the fee schedule referred to in Section 3 above.
5. Payment for services provided by the Child Care Center will be made to the Office of the University Cashier in accordance with the payment terms specified below.
6. The parent agrees that nonattendance or partial attendance by his/her child does not relieve him/her of the financial obligation contracted for in this Letter of Agreement and the Attendance Reservation Supplement. The parent further agrees that his/her child will be refused admission to the Child Care Center in the event that the attendance fee is not paid on the dates agreed upon.
7. Payment Terms:

☐ Weekly; with full payment due on the first day of each week

☐ Monthly; with full payment due on the first day of each month

☐ Quarterly, with full payment due on the first day of each quarter

This agreement entered into this _____ day of _____,197__

covers the period _____through _____.

Letter of Agreement Number _____

_____ _____
Virginia R. Christensen, Director Signature of Parent
Child Care Center

_____ _____
Date Date

"ATTACHMENT II"

THE UNIVERSITY OF WEST FLORIDA
CHILD CARE CENTER
ATTENDANCE RESERVATION FORM

_____ Quarter, 19___

Supplement Number: _____ Date: _____

Letter of Agreement Number: _____ Date: _____

This notification is to reserve space and facilities in the University Child Care Center for my child _____ who will attend as shown in the schedule below:

Day	Hour In		Hour Out	Total Hours
Monday	_____	To	_____	_____
Tuesday	_____	To	_____	_____
Wednesday	_____	To	_____	_____
Thursday	_____	To	_____	_____
Friday	_____	To	_____	_____
Total				_____

Total Hours		Rate	Weekly Charge
_____	X	$_____	$_____

Parent's Class Schedule:

Class	Time Block	Bldg/Room
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Parent's Signature: _____ Date: _____

Director, Child Care Center: _____ Date: _____

APPENDIX 14

"ATTACHMENT III"

UWF CHILD CARE CENTER
TIME CARD

CHILD'S NAME: _____

PARENT'S
SOC. SEC. # _____
WEEK OF: _____ THRU _____

DAY	HOURS	CLOCK	TIME
MON		IN	
		OUT	
TUE		IN	
		OUT	
WED		IN	
		OUT	
THU		IN	
		OUT	
FRI		IN	
		OUT	

Total Hours _____

_____
Signature of Parent

_____
Date Signed

THE UNIVERSITY OF WEST FLORIDA
CHILD CARE CENTER
SUMMARY

	HOURS		RATE		AMOUNT
Contract:	_____	X	_____	= $	_____
Noncontract	_____	X	_____	= $	_____
			Total Amount Due	$	_____

Prepared By: _____
Date _____

Invoice No _____
Invoice Date _____

THE UNIVERSITY OF WEST FLORIDA

PENSACOLA, FLORIDA 32504

INVOICE NO.
32080 A

000 00 0000
ACCOUNT NO./SOC. SEC. NO.

May 15, 1977
INVOICE DATE

Joe Doe
100 Main Street
Pensacola, Florida 32504

PLEASE CORRECT ERRORS IN NAME, ADDRESS, ETC.

MAKE CHECKS PAYABLE TO:
THE UNIVERSITY OF WEST FLORIDA

MAIL TO:
ATT. CONTROLLER'S OFFICE
PENSACOLA, FLORIDA 32504

$ _____
AMOUNT PAID

MAIL THIS SECTION WITH REMITTANCE TO INSURE CREDIT TO YOUR ACCOUNT

DEPT. NO.	OBJ. CODE	DESCRIPTION	AMOUNT
71 3101 212	10907	Due to the Child Care Center for (child's name) as follows:	
		Contracted rate for week of 5/4 thur 5/8	$ 8.00
		Overtime rate for week of 4/28 thrugh 5/2	3.25
		THE UNIVERSITY OF WEST FLORIDA	
		PAY THIS AMOUNT ▶	$ 11.25

INVOICE NO.
32080 A

APPENDIX 14
"ATTACHMENT IV"

SHEET NO. 1

RATING

CREDIT LIMIT

TERMS

NAME John Doe

ADDRESS 100 Main Street

Pensacola, Florida 32501

Student No. 000-00-0000

APPENDIX "ATTACHMENT V"

L. S. N. JONES

DATE 19 74		ITEMS	FOLIO	DEBITS	CREDITS	BALANCE
Jan.	9	Invoice No. 3499, dated 1/9/74		11 25		11 25
Jan.	21	Receipt Number 67069			11 25	-0-

-47-

25849 DRUMMOND BUSINESS FORMS, JACKSONVILLE, FLORIDA

APPENDIX 14

RECEIPT

"ATTACHMENT VI"

NAME John Doe

ADDRESS 100 Main Street

CITY Pensacola, Florida 32501
STATE ZIP

000-00-0000
STUDENT-VENDOR NUMBER

THE UNIVERSITY OF WEST FLORIDA
UNIVERSITY CONTROLLER'S OFFICE
PENSACOLA, FLORIDA
32504

67069
RECEIPT NUMBER

1 21 74
DATE

DESCRIPTION	VOUCHER	L.I.	FUND	DEPT.-PROJECT	REVENUE CODE	PROGRAM	AMOUNT
ADMISSION FEES							
LIBRARY FINES							
DUPLICATING							
NDEA-PRINCIPAL							
NDEA-INTEREST							
SHORT TERM LOANS							
HOUSING							
Child Care Center		1		71-3101-212	10907		1125

TELLER DEPOSIT BATCH TOTAL $ 11.25

67069
RECEIPT NUMBER

VALIDATION

UWF Copy Form 217 7/1

THE UNIVERSITY OF WEST FLORIDA
CHILD CARE CENTER
POLICIES AND PROCEDURES

1. Hours of operation are 7 a.m. to 8 a.m. Monday thru Thursday and 7 a.m. to 5 p.m. on Friday. During the Summer Quarter the Center will open at 7:30 a.m..

2. Children from the age of 2 1/2 (and toilet trained) through 8 are eligible for admittance to the Center. We do not have facilities in the Center to handle children who are not trained. Please be sure your child is fully out of diapers, pampers, and plastic pants before applying for entry to the Center.

3. At least one parent must be enrolled as a full or part-time student, faculty member, staff or alumni at The University of West Florida for his/her child to be eligible for enrollment in the Center.

4. Enrollment in the Center is on a contractual basis covering the period specified in the Letter of Agreement and Attendance Reservation Supplement. The contractual period normally consists of an academic quarter with provisions for renewal.

5. For safety and billing purposes, it it essential that validated time cards be used. All parents must accompany their child inside the Center, punch their child's time card in when he/she arrives, and punch them out when leaving the Center. Also, for safety reasons, please tell a staff person that your child is here.

6. An application form and health record must be filed with the Center before a child is eligible for enrollment.

7. If illness prevents a child's participation in the normal activities of the Center, the child must be kept at home for at least 24 hours after his temperature returns to normal. Please call and notify the Center whenever your child is ill so that field trips and/or plans for staffing may be arranged accordingly.

8. The University retains the authority to require removal of a child from the Center if his/her behavior is judged to be detrimental to the other children.

9. Parents should supply one change of clothing, as well as lunch (including beverage), if the child is to be at the Center during the late morning hours, and a sheet if the child naps. Sheets should be laundered by the parents at regular intervals. Lunch is at approximately 11 a.m.. If children are attending the Center during the dinner hour, we recommend their bringing a TV dinner or equivalent to be heated in the Center's oven. The staff is not expected to do any cooking for the children. Lunches will not be served after 12 noon.

10. In the event that the Center is full, children of UWF students have priority for entry on a first-come first-serve basis. In the event that the Center enrolled a faculty or staff child during a previous quarter, that child

would not be disqualified from entry the following quarter regardless of the the number enrolled. If a faculty or staff child was not enrolled during the previous quarter, and the Center is full to capacity, the child of the staff or faculty would be placed last in line for eligibility.

11. Parent volunteers: We always find special need for more adult help during the first week of classes and during exam week. If you have some free time, please let us know. We would like to have each parent volunteer to drive or ride as a chaperone on at least one field trip per quarter. D ring a recent Advisory Board meeting with several experts in the field of Early Childhood Education, there was a discussion about parent involvement at our Child Care Center. We all agreed that it was a good, healthy experience for all to involve parents, children, and staff in the over-all activities of the Child Care Center.

    If you would be willing to help in some way next quarter, please sign below and turn this sheet in to Mrs. Christensen.

    Some suggestions are:
    1. Reading to children.
    2. Teaching children about your talents or hobbies.
    3. Assisting on field trips (extremely important and helpful).
    4. Help with picture files from magazines.
    5. Construction flannel board stories.
    6. Building animal cages and runs outside the Center (We'll furnish materials).
    7. Just simply fitting into our schedule and being another adult helper.
    8. Typing.
    9. Contributing experience in dance, music (vocal or instrumental), folk dancing, sports.
    10. Laminating materials or contacting.
    11. Help with planning a play yard and expansion of the Center.
    12. Taking dictation from children when they are working in Language Experience (creating stories and writing books).
    13. Refinishing picnic table or other furniture.
    14. Helping with landscaping in front and around the Child Care Center.
    15. Building shelves in the Center.

Parent Volunteer _____ Father

_____ Mother

UWF CHILD CARE CENTER
EVENING HOURS

To the Staff:

The center is remaining open in the evening for the convenience of those taking night classes. If you are a work-study student who is On Duty during that time, please check the following before other staff members leave the center:

1. Be sure you know all last names of children who are still at the center.

2. Be sure you know where the emergency files are on these children.

3. Be sure you have some activity planned ahead of time to do with the children. (Variety is important and your own creativity is a plus for you.)

4. Please use the check-out sheet to be sure all is completed for closing the center (i.e., doors, windows are locked, tables clean, kitchen counters clean and clear, etc.)

Most of all -- We hope you enjoy yourself while you work here -- because if you're happy, the children will be happy.

To the Parents:

If you are planning to use the center after 5 p.m., we would like to make the following suggestions for your child's benefit:

1. Please pre-arrange your evening schedule with our staff so that we may plan to have the proper number of adults on duty. (We do not encourage drop-ins during the evening hours.)

2. Please bring a well-marked sheet and light blanket should you intend to be in class until 8 p.m..

3. If you plan to be here during the dinner hour, please bring along a TV dinner for your child. The Center does have a stove. The staff cannot be requested to fry foods or prepare foods for your child. We also suggest your bringing along a beverage (milk or other).

4. The center will close at 8 p.m. Monday thru Thursday, and 5 p.m. on Friday, and the late fee applies.

We would appreciate your suggestions for the good of the center.

UWF CHILD CARE CENTER
HELPFUL INFORMATION FOR WORK-STUDY STUDENTS AND VOLUNTEERS

We hope the following information will assist you in knowing how we organize and plan our day at the University of West Florida Child Care Center.

1. OUTSIDE AND INSIDE WITH THE CHILDREN-We have a constant fear of children being left alone inside or outside and having something unpleasant happen. Please don't leave them anywhere unattended. We are all responsible for very precious beings.

2. ACCIDENTS-In case of an accident, please take the child immediately to the office. Give information to the Director, or if she isn't at the Center just then, take the child to the Assistant Director.

3. CAUTION-We still have an unbelievable amount of glass surrounding the area, and that is why children just have to wear their shoes when they leave the building.

4. WALKING FIELD TRIP SIGN-UP SHEET IN HALL-Thanks to the suggestion of one of you, we now have a sign-up sheet for you to use when taking a child away from the Center. We hope you'll sign them in and out so we know where to find them if necessary. Please check the contract hours file to be sure the parent isn't due to pick up his child during the time you are planning the field trip.

5. JUNGLE GYM-Please keep close to the Jungle Gym area when children are playing on it, as they sometimes over-estimate their gymnastic abilities.

6. LUNCH PERIOD-At 10:30 all outside toys should be put away and the Center proper should be clear for group time. At the time when the children are sent to the bathroom to wash, one teacher should be in the bathroom, one by the back door to help with coats and lunch boxes, and another one outside to start helping with lunch boxes.

7. CLEAN UP CENTERS-Please help remind the children to pick up their own toys after they have finished an activity.

8. PAINT SMOCKS-We have red smocks for the children to wear while painting or doing activities that are messy. They are hanging on the hooks by the stairs outside. During the summer, the smocks are to be used while the children play at the water table.

9. JUICE TIME-Please, no seconds on crackers. They may have a refill on juice if they wish. Please ask the children to return their cups to the tray and napkins to the wastebasket before leaving the eating area.

10. CAUTION - Children should count rocks, but not be allowed to throw them at any time.

11. LUNCH TIME-We try to encourage the children to clean up both inside and outside the Center before eating. This means each child does his part, hopefully, in straightening the Center. Then he is free to sit by the rocking chair and wait to be chosen to wash his hands. Please help us keep the children seated while eating. Also, we like it when you talk with them just as you would with your own child if you have one. If a child doesn't eat everything, try to encourage him to eat anyway. If he still doesn't want it, then ask him to put the remaining lunch in his box and take it home. Each child is asked to take his own lunch box back to the back porch area. Please, no sharing of lunches. If children have finished eating, they are permitted to leave the eating area and may play in the yard area away from the people still eating.

12. NAP TIME-During nap time the back door should not be used because the light shines on the nappers' faces when the door is opened. If a child needs to go inside to the bathroom, please walk him/her around the front of the Center, if there is enough help. If there is not enough help, then send the child through the napper room. Try to remind children to go to the bathroom before nap time begins!!

13. NAME TAGS-Please help children and parents to remember to put on and take off the name tags when entering and leaving the Center. You, too! There are so many of you that it is hard to remember all of your names.

14. TOYS-The small toys with small pieces are best kept inside the Center because they can get lost so easily outside. Keep all inside toys inside, so they won't get ruined by the weather.

15. PLAYDOUGH-Playdough is used many times during the day, and we have found that it lasts longer if the children work with it at the table. Usually it is of correct consistency, so the children do not need to add water or flour unless a teacher is there to assist. Playdough should be made at least every two weeks. There is a recipe on the door of the kitchen cupboard.

16. INDIVIDUAL CHILD RECORDS-Please take notes on the children. These help all of us understand more about the individual child. Please write them on a 3 x 5 card or the note pads available in the hall closet. Place them in the file on the Director's desk after you have finished. The following information would be helpful: Child's Name _____
Date & Time _____
Comment: _____
Your name: If you wish to give it.

17. STAFF SMOCKS-Smocks are kept in the office closet for us to wear when at work. They have big pockets for you to keep all kinds of notes, pens, kleenex, etc.

18. IMPORTANT PROJECT CARD-How we love your good ideas and we know you would like to keep some for future use. We may do just that if you will please put your project on a card and leave it on the Director's desk. You will get a copy of the most useful and practical projects if you desire. The following information on the card would be helpful:
Name of child's project _____
Materials needed _____
Steps for success _____
Your name _____

19. NAMES ON PROJECTS-Please be sure children's names are on all work and projects. Parents are very proud of their children's art work. Sometimes the children do some beautiful work and we fail to write their names on them; then, when it is time to collect it, it is hard to identify just who made it.

20. PETS-If there is a teacher present, a pet (e.g., small gerbil) may be held. Sometimes our pets are exhausted from overhandling. If they are, we'll try to warn you.

21. We hope this Center will never become a "Don't Do" Center. Please see how infrequently you can use the "don't". One example could be, "We walk inside and run outside, Chris"; or if you see a child climbing onto a high box we might say, "Our feet belong on the floor, Matt."

22. Whenever there is a group singing or doing finger plays, please sing along with the leader and do the finger plays. If you should notice certain restless inattentative children during the group time, please sit down quietly by them or take them gently aside--even try putting them on your lap. A comforting hand does wonders.

23. For safety reasons please try to stay away from the benches outside unless you are involved in eating lunch or snacks or assisting in a project that requires a table.

24. If a child is involved in an activity that you disapprove of, please walk over to the child and talk with him quietly rather than call across the yard or room.

UWF CHILD CARE CENTER
FIELD TRIP PROCEDURES

Leader

1. One leader plans and directs the field trips.

2. We recommend taking no more than 15 children on a field trip.

3. Arrange to have one driver per car and one adult riding in the back seat.

4. A short briefing should take place with parents and adults before leaving on any field trip. This should include an explanation of safety rules, a description of where we are going and how it pertains to our theme.

5. Please explain to parents where we are going and what to look for on the ride and during the field trip.

6. Leader will fill out permission slips and put them in parent cubbies at least seven days prior to field trip. No child should be taken on any field trip without a permission slip from parent marked "yes" with parent signature.

Parent

1. Please ask parents to play different games with the children on the ride (e.g., singing songs, talk about things they will see on the field trip, perhaps play the color game, "I see something green, What do you see that is green?").

2. During parent briefing please give the driver the total list of children he/she will have riding in his/her car and give name tags (all one color if possible) to the parent riding in the car. This parent will locate these particular children and keep them together.

3. Please remind parents to be responsible for their own particular group. Please be sure to lock all car doors before starting the car. Leader explains who will lead the caravan and who will be last.

Field trips are not limited to staff planning, but all field trips need to be cleared with Mrs. Christensen. We prefer at least one paid staff member accompanying the leader on any field trip.

UWF CHILD CARE CENTER
SUGGESTED WEEKLY THEMES

WEEK	TOPIC	SPECIAL EVENT	FIELD TRIP
Sept. 20-24	Colors	Video-Taping through Early Childhood and Special Education Department	
Sept. 27-Oct. 1	Your body	Nurse	West Florida Hospital
Oct. 4-8	Creative Drama	Woodwind trio demonstrates instruments	Coca Cola Plant
Oct. 11-15	Community Helpers	Police Visit	Fire Station
Oct. 18-22	Nursery Rhymes	Bookmobile	Swamparium
Oct. 25-29	Halloween	Halloween witch	Visit to campus in our costumes
Nov. 1-5	Numbers	Demonstration of setting up aquarium	Physics Dept.-computers
Nov. 8-12	Shapes	Magic slide Reading materials	Data Processing
Nov. 15-19	Money	Tree or Number board	Grocery Store
Nov. 22-26	Thanksgiving	Thanksgiving party	
Nov. 29-Dec. 3	Fish	Decorate tree	Biology Dept.
Dec. 6-10	Christmas	Santa visits	Gift presentation to President and Vice Presidents
Dec. 13-17	Christmas	Piñata party	McRae's Christmas Show

ADULT INTEREST SESSIONS

Oct. 14 Learning with Magic-Reading Readiness 9 - 9:30 a.m.

Oct. 20 Infant Stimulation Slide Show 2 p.m.

Oct. 27 Social workers from th Infant Stimulation Center for Retarded Children 2 p.m.

Creative Activities for Young Children: Nature Trail-Go to the Magic Stage and reinact the Gingerbread Man; or collect magnolia leaves, paint them, and use them as Indian headbands for cowboys and Indians; or go to the bridge and play "Three Billy Goats Gruff."

APPENDIX 20

UWF CHILD CARE CENTER

PROCEDURES FOR PREPARING CHILDREN FOR NAPS AND FOR SNACKS

Nappers

Please check on the chart by the door at the entry to the Center. Parents have signed their children's names if they want them to nap.

Place mats on the floor. Each mat should have the child's name marked with tape; if not, please do this at the beginning of the quarter. Get the child's sheet; if it has not been marked clearly, mark it with a marking pen in large letters. Keep the sheets folded in the cabinet under the TV. From time to time, check to see if they are dirty; if so, write a note to the parent to request laundering the sheet. For health reasons, use the mat and sheet assigned for the individual child.

Call in the children individually; suggest that they potty before napping. Then find a good book to read to them; try to use a different one each day. Telling stories is even better, for children enjoy the informality. (If lights are to be out, use a flashlight or sit by the kitchen door to read.) Then, find a good record, story or music. Separate the children; arrange the mats so that they are not too close together.

If a child has been lying down for forty-five minutes to an hour and is still not asleep, the child may get up quietly. Do not, please, call across the room to children who have trouble sleeping. Go directly to the child, rub the child's back and sit quietly with the child for a few minutes.

After children have settled down, go into the kitchen. Prepare your activity or lesson plan for your next special activity. Clean up the kitchen counters. All materials should be out of the kitchen sink, which should be cleaned if necessary.

After Naps

Have children go directly to the bathroom after they wake from a nap. Fold all of the mats; place them in the slots of the divider in the main room. Fold sheets with name side up for quick identification; place them in the black cabinet under the TV. Straighten all chairs; check to see that the tables have been cleaned. Put away the record player, records, and books. Generally straighten up the room.

Snacks

A little before 9 a.m. or at 9, check to see who are present; place their cups on a tray. Also, get out juice. (If juice has not been prepared, make some; instructions are on the bottle.) Place napkins, cut in two, in a little green box on the tray. Bring out crackers or cookies; or make popcorn or cake or cookies on Friday. Take the children out to the picnic tables for their snacks. Then see that they all get back inside after snack time. Wash each cup in warm soapy water; let them drain on the drainboard until dry. Clean up the kitchen counters, and leave them empty and available for other activities.

UWF CHILD CARE CENTER
INSIDE PERSON--OPENING DUTIES

7:00 - 7:30 a.m. Unlock front and back doors to Child Care Center. Turn off outside lights and turn on lights in front hallway. Open curtains throughout the center. Check air conditioning or heat. Feed fish every 3 or 4 days. Feed any other animals we may have after the children arrive and try to include them in the operation. Involve students in making the Monday morning juice, playdough and finger paint . You can bring out games, puzzles, or read to the children and also play records softly to them. Only on Mondays will you have to make juice for that morning; otherwise it should be made that afternoon before the last work-study student leaves. Make playdough about every two weeks. The recipe is on the inside of the door of the kitchen cabinet.

7:30 - 8:45 a.m. Take table cloths, trash can, bucket (green) filled with soapy water and a sponge, plus a tray with computer paper-marking pens, scissors and tape on it outside. Captain Kangaroo comes on TV at 8 a.m. on channel 5. Play games inside or play with the playdough, or read stories or listen to music.

8:45 - 9:00 a.m. Prepare juice, put children's cups on tray along with cookies, napkins and juice. Go outside with it. Put bikes up while having juice--this avoids confusion.

9:00 - 9:30 a.m. Help serve juice and cookies to children. Make sure children raise their hands to ask for more juice. No seconds on cookies. Also make sure children bring over empty cups and put them on the tray and that they throw away napkins in trash cans. Swing children or play ball with them.

9:30 - 10:00 a.m. Come inside and wash juice cups and make new juice. Work with children in playing with puzzles, blocks, coloring, playdough and collage.

10:00-10:45 a.m. Have a planned activity for the outside, such as a drama, math, or science project.

10:45-11:00 a.m. Help clean up the outside by putting toys back in toyshed and cleaning up activity tables. Help Sarah inside with group time. Someone should go out with first groups of children. Someone stay in bathroom with other children.

11:00-12:45 p.m. Stay inside with the children working and watching children. If you are needed outside, have all the children go outside with you but keep a watch on the inside to avoid having children play in the bathroom or other things. Eat your lunch inside if possible and if there is enough help.

12:45- 1:00 p.m. Prepare inside for nappers (put down mats--black side down) and get books and records out to read or play to children. Turn lights out and close the room off. Use folding door and both doors to the kitchen.

1:00 - 2:00 p.m. Stay inside with nappers. Read a story or play a record to them to soothe them. If children don't go to sleep after 30 minutes, then let them go outside to play. Make sure children put up mats and/or blankets before going outside.

2:00 - 3:00 p.m. Stay inside if there are still some children napping, or go outside and play games with children. If you stay inside, you can spend your time with, lesson plans or making games for children.

3:00 - 3:30 p.m. Prepare juice (put children's cups on tray along with juice, napkins and cookies.) Take it outside. Help serve. After juice, wash off tablecloths and bring them inside.

3:30 - 4:30 p.m. Help keep children involved in a learning experience.

4:30 - 5:30 p.m. Help supervise children cleaning up toys, putting puzzles and books away. Closing duties include closing curtains, turning off lights, flushing each toilet three times, locking doors, and turning on outside lights.

*If you are staying on as a supervisor of children and there are still two persons on duty, weather permitting, we suggest your finding different activities to do outside. If you are the only work-study student on duty, bring the children inside and read to them, or bring out different activities from the adult bathroom.

5:30 - 6:30 p.m. Heat any TV dinners the children have brought and involve the children in activities from our individualized games. (Adult bath, suggestions from the idea boxes in the office.)

6:30 - 7:45 p.m. Be creative. Try out some of the suggestions made from your different classes. 7:45--Include children in cleaning up center. Be sure that sink and counter is clean.

Record all calls and requests, and leave information on desk for Mrs. Christensen to see in the morning.

****Important****

If you are the only person on duty be sure you know all last names of the children. Be sure there is an emergency card with full information on each child. Be sure you know all procedures for any emergency you may have.

UWF CHILD CARE CENTER
OUTSIDE PERSON--OPENING DUTIES

7:30 - 8:00 a.m. Sweep patio, bring out toys and set up paint easels. Put newspaper on easels. Put one jar of water, two cups of paints, and two paint brushes to each side of easel. The newspaper is located in the music closet. You'll need computer paper--cut in large sized shapes. Use theme of the week, such as animal week (cut in the shape of a rabbit). Also have a marking pencil available to take outside.

8:00 - 8:45 a.m. Water plants--include children. Have ecology walk (pick up paper, do gardening work and include children in this operation.) Talk with them and explain what is happening--how plants grow, etc., and why we need to keep our area nice and clean.

8:45 - 9:30 a.m. Put tablecloths on table. Go inside and help Sarah with group time. Sing the songs and participate as an example before the children and the other Early Childhood people visiting. Then go outside and help serve juice. Go out with first group of children.

9:30 -10:00 a.m. Wipe off table cloths and hang over fence. Make sure children put their napkins in the trash and their juice cups on juice tray. Play games with children. Get involved with the children.

10:00-10:45 a.m. Help involve and direct students in the various planned activities outside.

10:45-11:00 a.m. Have children put the toys back in the toy shed. Put tablecloths on tables. Send children inside--sitting around the rocking chair. Participate in lunch, group time, and then go outside with first group of children.

11:00-11:30 a.m. Help open thermoses. Seat children and make sure they eat all they can of their lunches. Help close lunch boxes back and make sure the children put their lunch boxes back on the lunch shelf.

11:30-12:00 p.m. Eat lunch while looking after children outside. Sit on the bench overlooking the playground. Take out toys, and then sweep underneath tables. Alternate eating lunch with other staff. Be sure to face the children in the yard.

12:00- 1:00 p.m. Do exercises with children and one outside game (Duck, duck, goose; red light, green light; or hide and seek) or you choose another. Find additional suggestions in box in the office. At 1:00 send nappers inside.

1:00--2:00 p.m. Nature walk, planned activities around environmental studies.

2:00 - 2:45 p.m. Supervise outside, water activities, other. Read stories or work with certain projects.

2:45 - 3:00 p.m. Put toys in shed in proper spot and mark by tape on floor. Place tablecloths on tables and pick up trash on school grounds and around front of building. Send children inside to wash hands. Stay outside and involve yourself with children. Trade off with other staff members. Also, if we have many staff members, then please do a long-range project for the center.

3:30 - 4:30 p.m. Keep children involved in learning experiences. Play record player, games, activities or read stories.

4:30 - 5:00 p.m. Help supervise children to clean up inside. Put toys away.

Each person will be expected to take over one project of his own. (This may be self-directed and might be part of one of the classes they attend.)

If you are staying on as a supervisor of children and there are still two persons on duty, weather permitting, we suggest your finding different activities to do outside.

If you are the only work-study student on duty, bring the children inside and read to them or bring out different activities from the adult bathroom.

5:00 - 6:30 p.m. Heat any TV dinners the children have brought and involve the children in activities from our individualized games. (Adult bathroom, suggestions from idea boxes in the office.)

6:30 - 7:45 p.m. Be creative. Try out some of the suggestions made from your classes.

7:45 - 8:00 p.m. Include children in cleaning up the center. Be sure that sink and counter is clean. Record all calls and requests, and leave information on the desk for Mrs. Christensen to see in the morning.

****Important****

If you are the only person on duty be sure you know all last names of the children. Be sure there is an emergency card with full information on each child. Be sure you know all procedures for any emergency you may have.

UWF CHILD CARE CENTER
DAILY CHECK-OUT DUTIES

INSIDE:	M	T	W	TH	F
1. Clean kitchen sink and clear table area completely (3:30-4:30)	___	___	___	___	___
2. Put away all cups((3:30-4:30)	___	___	___	___	___
3. Make 1 juice (use drink only--not juice)(3:30-4:30)	___	___	___	___	___
4. Cover playdough (4 p.m.)	___	___	___	___	___
5. Overall clean-up of tables and center (4:15)	___	___	___	___	___
6. Wash all chalkboards (4:30)	___	___	___	___	___
7. Turn off record player (4:30)	___	___	___	___	___
8. Check and lock window in closet (4:30)	___	___	___	___	___
9. Close office curtains (front & side) (4:45)	___	___	___	___	___
10. Clean and clear desks in office area (4:30)	___	___	___	___	___
11. Check thermostat (Winter 60°, Summer 70°) (4:45)	___	___	___	___	___
12. Lock both doors (5 p.m.)	___	___	___	___	___
13. Turn outside lights on (front & back) (4:30)	___	___	___	___	___
14. Turn off all inside lights (4:45)	___	___	___	___	___
15. Flush toilets (3 times) (4:30)	___	___	___	___	___
16. Turn heat on Gerbil up to medium (4:45)	___	___	___	___	___

OUTSIDE:					
1. Place toys in new building and lock door before afternoon juice (2:45)	___	___	___	___	___
2. Friday afternoon, conduct an ecology walk with children in the back yard and around the front of the center. (3:15-4:30)	___	___	___	___	___
3. Sweep back patio (1-4:30)	___	___	___	___	___
4. Be sure that easels are clean (1-4:30)	___	___	___	___	___
5. Empty water table if it has been used (3:30-4:30)	___	___	___	___	___
6. Take outside wastebasket inside the center (3:30-4:30)	___	___	___	___	___

OUTDOOR AREA					
1. Ecology walk each Friday	___	___	___	___	___
2. Child pick-up paper day each Wednesday	___	___	___	___	___
3. Toys brought to porch at end of each day	___	___	___	___	___

MISCELLANEOUS

1. Daily report to Director if cleaning was neglected by janitorial service.
2. Enclose kitchen when cooking is in progress.
3. Daily monitoring of security locks inside and out.
4. Weekly monitoring of safety outlets to determine mechanical reliability.
5. Report to Director if all lights are not in working order.
6. After 5 p.m., Monday through Thursday, answer all phone calls and record in the night log. Record when children arrive and leave in night log.
7. Be sure all drop-ins have a completely filled out emergency card.
8. Turn outside lights on and inside lights off.

SELF-CHECK LIST FOR STUDENT TEACHERS: SENSITIVITY TO OWN ATTITUDES AS THEY ARE EXPRESSED TOWARD PUPILS

Directions: Read each item. Consider your normal behavior in the classroom and your interactions with pupils in the on-going school activities. Rate yourself periodically to determine changes; then seek reasons for the changes. In this way, you can provide for yourself the sensitivity training needed to become truly aware of your influence on pupils.

Item	Always	Most of the time	Some of the time	Rarely
1. Am I projecting an image that tells the pupil that I am here to build, rather than to destroy, him/her as a person?				
2. Do I let the pupil know that I am aware of and interested in him/her as a unique person?				
3. Do I convey my expectations and confidence that the pupil can accomplish work, can learn, and is competent?				
4. Do I provide well-defined standards of values, demands for competence, and guidance toward situations or problems?				
5. If and when I have an opportunity to work with parents or others interested in a pupil's progress, do I enhance the academic expectations and evaluations which they hold of the pupil's abilities?				
6. By my behavior, do I serve as a model of authenticity for the pupil?				
7. Do I take every opportunity to establish a high degree of private or semi-private communication with my pupils?				

In the area of reading and study skills, the teacher's attitude will make a real difference, especially the attitude toward readers or writers when they do make errors (and they will!). Errors do not discriminate poor readers from good readers, but many teachers have come to believe that there is such a distinct division. The important thing in the teaching/learning environment is the freedom on the part of both teachers and pupils to make errors and to correct them without becoming less of a person or less of a learner in the eyes of other people. The classroom that has such freedom (and respect) provides the greatest potential for success with the largest number of readers. (Kerber, James E., The Tasks of Teaching Reading, Charles A. Jones Publishing Company, 1975)

UWF CHILD CARE CENTER
STAFF LESSON PLAN SHEET

WEEK OF _____ NAME _____

LESSON PLAN

SUBJECT _____

HOUR OF DAY _____

DAY OF WEEK LESSON TAUGHT _____

MATERIALS NEEDED:

STEPS FOR SUCCESS:

OBJECTIVE:

UWF CHILD CARE CENTER
READINESS CHECKLIST

Name_____Age___Birth Date_____Sex_____

Months In Kindergarten_____School_____

Teacher_____Date When List Was Completed_____

N.I. = Needs Improvement I = Improving S = Satisfactory E = Excellent

PHYSICAL-MOTOR READINESS	N.I.	I	S	E
Vision				
Hearing				
Walking				
Can run				
jump				
skip				
gallop				
swing, pumping by himself				
crawl				
hop on one leg				
jump rope				
catch a large ball				
throw a large ball				
bounce a large ball				
Is well coordinated				
Holds book correctly when looking at pictures				
Turns one page at a time				
Cuts on line				
Follows a line with his crayon				
Has a preferred hand				
Good hand-eye coordination				
SOCIAL-EMOTIONAL READINESS:				
Is happy and cheerful				
Is self-reliant				
Works independently				
Works well with others				
Assumes responsibilities				
Finishes work started				
Can take turns				
Shows leadership				
Learns to be polite				
Learns to be considerate				
Is helpful with classmates				
Attention span sufficiently long				
Sufficient broad backgroud				
Parents cooperate with teacher				
Is interested in and adapted to school				
Shows curiosity				

LANGUAGE READINESS:	N.I.	I	S	E
Sufficient understanding vocabulary				
Sufficient speaking vocabulary				
Tries to speak in complete sentences				
Can relate experiences				
Can finish a story				
Can retell a story in proper sequence				
Participates in classroom discussions				
Enjoys listening to stories				
Converses with peers				
Can follow three commands and tell what he did				
Knows complete name				
address				
telephone number				
Successful in school activities				
Knows parts of the body				
Remembers fingerplays and songs				
READING READINESS:				
Knows ABC's				
Can match capital and lower case letters				
Recognizes likenesses				
Recognizes differences				
Recognizes own name				
Writes own name				
Can hear rhyming words				
Can hear sound at beginning of word				
Can read pictures				
Recognizes colors				
Starts at front of book				
Goes from left to right				
NUMBER READINESS:				
Counts to 10				
Recognizes numbers to 10				
Writes numbers to 10				
Matches numbers and groups of objects				
Names and recognizes geometric shapes: Circle				
Square				
Rectangle				
Triangle				
Oval				
Diamond				
Can reproduce these shapes				
Knows sizes such as big-little, long-short, etc.				
Can make simple additions with objects-up to a total of 10				
Can act out the following concepts to show he understands				
Over				
Under				
Behind				
Before				
After				
In front				

NUMBER READINESS (CONT)	N.I.	I.	S	E
Around				
In				
Out				
On top				
Between				
Up				
Down				
First				
Middle				
Last				
CAN DRAW A MAN WITH THE FOLLOWING DETAILS:				
Head				
Features				
Hair				
Body				
Neck				
Eyes				
Hands				
Fingers				
Legs				
Feet				
Toes				
Clothing				
Well-proportioned				
MUSIC AND RHYTHM				
Enjoys singing				
Can carry a simple tune				
Can sing alone				
Can follow rhythm with appropriate body movements				
Can follow beat with a simple instrument				
Feels the difference between fast and slow music				
between loud and soft music				
Can express moods of music				

UWF CHILD CARE CENTER
CHECK LIST FOR EVALUATION FOR PUPILS

	SEPT.	DEC.	APRIL
COMMUNICATION			
1. Talks to Teachers and Authorities			
2. Participates Within A Group			
3. Retains Verbal Instructions			
4. Shows Expression in Oral Reading			
5. Speaks with Poise			
6. Shares Events, Stories, Incidents			
7. Converses on Telephone			
8. Can Use Pay Telephone			
9. Can Dramatize Stories			
10. Can Relate Messages to Others			
A. Written Communication			
1. Can Send Messages			
2. Can Address Letters for Mailing			
3. Can Fill out Mailing Orders			
4. Can Open Bank Accounts			
B. Written Letters			
1. Invitations			
2. Friendly Letters			
3. Thank-you Notes			
4. Letters of Requests			
5. Postal Cards			
6. Business Letters			
C. Writing Within the Classroom			
1. Can Make Posters			
2. Can Write Sentences and Stories			
3. Uses Correct Capitalization			
4. Uses Abbreviations			
SPELLING			
1. Knows Names of Letters of Alphabet			
2. Has Acquired Adequate Sight Vocabulary			
3. Can Use Beginning Consonants to Recognize Words			
4. Can Use Final Consonants to Recognize Words			
6. Knows Long and Short Forms of Vowels			
7. Can See "Word Parts" Within Big Words			
8. Knows that Words Form Plurals By Adding s and es			
9. Understands Endings such as ed			
10. Knows How to Show Possession			

Rating Scale:
0 - No Understanding
1 - Minimal Understanding
2 - Slight Understanding
3 - Acceptable Understanding
4 - Understanding Above the Goal

School_____ Pupil's Name_____

Teacher_____ Date_____

UWF CHILD CARE CENTER
BEHAVIOR RATING SCHEDULE

Instructions:

Rate the child on each of the following bipolar scales by checking in the appropriate space one of the short lines in the continuum. The teacher should use pastexperience with kindergarten age children as the norm and rate each child according to the current stage of development. The center line on each continuum represents the average rate of development for a kindergarten child on that trait. Thus, if the child displays average development on the item, the check mark should be placed above the middle line. As the scales are bipolar, there are three degrees of accelerated development and three degrees of retarded development for each item.

MOTOR:

1. Large muscle coordination (ability to run, throw, and general sense of balance).

   Excellent_____:_____:_____:_____:_____:_____:_____: Poor

2. Small muscle coordination (cutting, freehand drawing, manipulating small objects).

   Excellent_____:_____:_____:_____:_____:_____:_____: Poor

VISUAL:

3. Form perception (ability to visually discriminate different shapes).

   Excellent_____:_____:_____:_____:_____:_____:_____: Poor

4. Eye-hand coordination (reproducing designs, coloring within lines, copying letters).

   Excellent_____:_____:_____:_____:_____:_____:_____: Poor

AUDITORY:

5. Sound perception (ability to discriminate different sounds).

   Excellent_____:_____:_____:_____:_____:_____:_____: Poor

6. Speech development (articulation, ability to speak distinctly; to pronounce clearly words that sound somewhat alike).

   Excellent_____:_____:_____:_____:_____:_____:_____: Poor

UWF CHILD CARE CENTER
BEHAVIOR RATING SCHEDULE Cont.

LANGUAGE:

7. Vocabulary development (meaning of words, ability to put words together to express an idea).

   Excellent____:____:____:____:____:____:____: Poor

MOTOR:

8. Motor activity (ability to control level of physical activity).
   Superior
   Control ____:____:____:____:____:____:____: Hyperactive

AFFECT:

9. Attention span (ability to attend to instruction, concentrate on, organize and complete a task).

   Sustained____:____:____:____:____:____:____: Fleeting

10. Memory development (ability to remember general procedures from day to day, sequence of events in a story, a series of instructions).

11. Flexibility of behavior (ability to move from task to task with relative ease contrasted with rigidity and perseveration).

    Flexible____:____:____:____:____:____:____: Rigid

12. Impulsivity (How often does child act out impulses contrasted with a consideration of the consequences of the behavior)?

    Rarely____:____:____:____:____:____:____: Always

13. Negativism (What is child's reaction when asked to attempt a task?)

    Positive____:____:____:____:____:____:____: Negative

14. Frustration tolerance (What is the child's ability to cope with trying situations, to take defeat, to share, to take criticism)?

    High ____:____:____:____:____:____:____: Low

15. Relates to adults (ability of child to communicate confidently with adults)

    Excellent____:____:____:____:____:____:____: Poor

16. Participation in group activities (acceptance by peers and ability to cooperate with others).

    Excellent____:____:____:____:____:____:____: Poor

UWF CHILD CARE CENTER
BEHAVIOR RATING SCHEDULE Cont.

17. Sex role identification (degree to which the child has attained approved masculine or feminine behavior).

Appropriate_____:_____:_____:_____:_____:_____:_____: Inappropriate

18. Somatic complaints (complaints of illness or bodily discomforts).

Few _____:_____:_____:_____:_____:_____:_____: Many

19. Confidence (display of confidence when approaching a new task)

Superior_____:_____:_____:_____:_____:_____:_____: Needs reassurance

20. Interest in school activities (high motivation versus withdrawal, daydreaming, and distractibility).

High _____:_____:_____:_____:_____:_____:_____: Low

MOTOR:

21. Left-right Dominance (Consistent use of right or left hand and consistent use of same foot as hand).

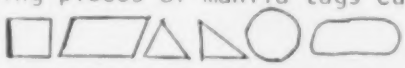
Complete
Dominance_____:_____:_____:_____:_____:_____:_____: No Dominance

UWF CHILD CARE CENTER

So They're Not Ready for Reading

Developing Visual Imagery

1. Bouncing a ball (eye-hand coordination is helped, as well as speed of visual focusing).
2. Aiming, as in ring-toss, darts, nine pins.
3. Comparing children in classroom for size, color of hair, color of eyes; noting likenesses and differences.
4. Finding things that are alike and that are different around the room; deciding how they are similar or different, as size, shape, use, materials of which made.
5. Color matching, noting fine differences in color of things around the room.
6. Matching leaves or other materials brought in for collection, considering similarities in size, shape, color.
7. Matching pieces of manila tags cut in various shapes and sizes, color.



8. Playing dominoes (number and picture).
9. Looking at a picture, naming things seen.
10. Choosing pictures from "the picture box" that have to do with a single topic; as babies, toys, playtime, etc. (May be carried on as preparation for bulletin board arrangement.)
11. Uncovering a group of 8 or 10 common articles on a table for 5-10 seconds;
12. Seeing how many objects the children can name (related to memory span).
12. Same, using 3 or 4 objects; then let child look again after another object is added--does he know what has been added?
13. Same, but this time take one away--does he know what has been removed?
14. Making design in blocks to match model which may be visible or exposed five seconds and then removed.
15. Replacing pieces in "formboard pictures" (Made by inventing interesting simple pictures on manila tags and cutting out three or four variously cut pieces).
16. Having children describe the picture they see when they think of a "dog" or "auto."
17. Giving a phrase or a short sentence, as "up the steps" or "the boy ran down the street" having children describe visual picture.
18. Giving description sentence by sentence, pausing after each to have children tell what may be the thing described as:

    I'm thinking of something black. It likes milk.
    It has four little feet. It says "meow, meow."

Developing Auditory Imagery

1. Listening to voices; closing eyes, hearing one child speak, deciding who it is.
2. Listening to a tapped rhythm; imitating it (can be done with end of pencil, blocks, dowel stick, or a drum).
3. When out on an excursion, standing at a busy corner, listening to different sounds of autos, trucks, wagons, and seeing if children can distinguish by the sound alone whether horse is walking, trotting, etc.
4. Listening to two notes played on a piano, small xylophone, pitch pipe; deciding when two are the same; when they are different.
5. Choosing and pasting pictures on a large chart paper representing things whose names sound alike in the beginning, as ball, baby, bind, book, butter; naming

UWF Child Care Center
So-They're Not Ready for Reading

the things on such a chart; giving other words that have beginning sound like these (auditory field only for these children).

6. Listening while teacher pronounces word very slowly, as table, giving word and pointing to object (thus being sure the word has meaning).
7. Caution: If we isolate sounds, we must be sure we use the sound that the letter gives --"T" is not"tuh"; "C" is not "kuh." Otherwise the child may easily become confused when we expect him to hear "cat" when we say "kuh-a-tuh."
8. Listening while teacher says several words that begin alike; signaling by raising hand, clapping, or other means when one word is said which does not belong in group--as me, Mary, man, dog, mother.
9. Listening to teacher read two-line poem; giving back the "song" it sings.
10. I'm thinking of a color word. It begins like ran--child gives word and something that is red.
11. Teacher begins short poem or rhyme. Children fill in rhyming words. Example: Today is a lovely day. Soon we will go and _____.

Developing Coordination and Rhythm

1. Walking on cracks in pavement (helpful in eye-foot coordination).
2. Stepping over boxes, real or imaginary.
3. Walking up stairs, down stairs (gradual development from two feet on each step and clinging to hand-rail to one foot per step).
4. Skipping, hopping, galloping to music or without music.
5. Singing a song or humming a tune; making fingers "dance" the rhythm (largely individual, since children differ greatly in rhythm and in speed.)
6. Tug of war.
7. Stretching--seeing "how tall" one can walk.
8. Squatting--seeing "how small" one can walk.
9. Feeling surfaces; getting kinaesthetic impressions of smooth, rough, cold, wet, etc.
10. Cutting out pictures (hand-eye coordination).
11. Coloring within lines (for very fine coordination).
12. All handwork and construction, block building, drawing, painting, finger painting (for developing neuro-motor control).

Reading Situations or Activities for Children Not Ready for Formal Reading

1. Recognizing one's own name. Classroom duties placed on board; names are changed every now and then.
2. Planning together for labels (to be made by teacher) for collection of leaves or nuts or rocks on the exhibit table).
3. Choosing pictures, making up title or short sentence, for bulletin board.
4. On excursion around school, noticing signs as Office, Exit, Teacher's Room, Doctor's Office.
5. Looking at bulletin cards in halls; noting titles, understanding that title relates to picture or drawing.
6. On visits to neighborhood store; noting labels on boxes, and cans, other signs and special announcements; making signs for use in unit of interest carried on in the classroom.
7. Planning and carrying out visit to school or neighborhood library for story hour.
8. Deciding from a picture what may happen in the story; teacher reads to them to verify.

UWF Child Care Center
So They're Not Ready for Reading

9. In discussion, if point is in dispute, teacher refers children to picture or reads to them to clear up the point.
10. Making drawings illustrating various episodes in a story, or various steps in processes carried on (making butter or laundering doll's clothes).
11. Arranging drawing in order; using to tell the story.
12. Choosing from many pictures of various things that would best fit on a large chart or a bulletin board or a picture book for the library table on a topic such as Toy Animals in the Zoo, in our Kitchen, Babies.
13. Dictating letter (teacher writes) to another class inviting them to visit class to see an exhibit, a play, or for a game.
14. Reading clock face to see if it is time for recess, for lunch, etc.
15. Making "our Pet book" or "Our Book of Birthdays" for library table. Each page may have a picture or drawing, with a short phrase or sentence, as

    Sally has a cat.
    George has a rabbit.
    Bill's dog is brown.

16. Making up (class or individual) short jingles about things of common interest: may be lettered by teacher and placed on bulletin board with appropriate drawing by child.
17. Learning to gain information from pictures; teacher reads text under picture as a check or to gain more information.

UWF CHILD CARE CENTER
DISABILITY CHECKLIST

Child's Name _____ Grade _____

School _____ Age _____ Teacher _____

TYPE OF DISABILITY	OBSERVABLE BEHAVIOR	ALL OF THE TIME	OFTEN	SOMETIMES	SELDOM	NONE OF THE TIME
Sequencing Disability	Can't remember what someone said.					
	Doesn't know alphabet by heart.					
	Can't count.					
	Can't memorize multiplication tables.					
Auditory-Vocal Sequencing	May not be able to memorize Pledge of Allegiance, nursery rhymes or songs.					
	May not know own address, telephone no.					
	Can't remember instructions.					
Visual Motor Sequencing	May misspell even own name after adequate practice.					
	Can't write alphabet, numbers, addition and subtraction facts or tables.					
	May not recognize a word consistently.					
Auditory-Vocal Automatic Disability	Mispronounces words commonly used.					
	Does not use correct plural forms for such words as mouse, man, etc.					
	Does not use correct verb endings for past and progressive tenses.					
	Makes grammatical or syntactical errors which do not reflect those of parents.					
	May have related automatic disabilities in concepts of time and space, or in sound blending.					
Encoding Process Disability						
Vocal Encoding	Shy, seldom talks in class.					
	Responds with one-word answers.					
	May talk a lot, but expresses few ideas.					
	Poor motor coordination.					
Motor Encoding	Poor motor coordination.					
	Poor at "Simon Says" when words are omitted.					

TYPE OF DISABILITY	OBSERVABLE BEHAVIOR	ALL OF THE TIME	OFTEN	SOMETIMES	SELDOM	NONE OF THE TIME
Motor Encoding (Cont.)	Has trouble imitating other children in games.					
	Poor at "Charade" type game.					
	Seldom communicates with gestures.					
	Handwriting, drawing -- very poor.					
Association Process Disability						
Auditory-Vocal Association	Low score on Similarities Tests.					
	Poor concept formation in verbal responses.					
	Has problems with abstract reasoning.					
	Thinking quite concrete.					
	Will raise a hand but give a foolish answer.					
	Is very slow to respond. Needs time to mull over a question.					
	Does not comprehend directions.					
	Has never enjoyed being read to.					
Visual-Motor Association	Cannot handle primary workbook tasks.					
	Concept formation poor on standardized tests.					
	Does not comprehend what someone reads.					
	Cannot tell a story from pictures.					
	Can give only labels to things in pictures.					
Decoding Process Disability						
Auditory	Does not understand what someone says.					
	Poor receptive vocabulary.					
	Cannot carry out directions.					
	Cannot identify sounds correctly.					
Visual	Does not enjoy pictures of books.					
	Does not understand Is shown.					
	Cannot describe what is happening in a picture. May only be able to label objects.					
	Cannot categorize pictures.					
Auditory-Vocal Channel Disability	May have a speech problem.					
	May sequence sounds or syllables oddly.					
	May use "small words" incorrectly.					
	Seems not to listen or understand.					
	May watch teacher's face intently, trying to lip read.					
	May seem shy, rarely talks in class.					
	Responds in one-word sentences.					

TYPE OF DISABILITY	OBSERVABLE BEHAVIOR	ALL OF THE TIME	OFTEN	SOMETIMES	SELDOM	NONE OF THE TIME
Auditory-Vocal Channel Disability (cont.)	Can follow instructions better after idea has been shown rather than told.					
	Cannot learn rote-memory tasks such as alphabet, number combinations, telephone number, address.					
	Seems to be less intelligent than IQ tests indicate.					
	Can "do" many more things than teacher would expect, (e.g., fix electrical cords, put puzzles together, figure on abacus).					
Visual-Motor Channel Disability	Reversals of b,d,p,g,u,n, when writing beyond C.A. 7 or 8.					
	Inversion of numbers when writing (17-71), as well as reversals.					
	Mixed Laterality.					
	Poor motor coordination.					
	Hyperactive, short attention span, perseveration.					
	Can give correct answers when teacher reads questions - but will not sit down and put them on paper.					
	Poor handwriting, artwork, drawing.					
	Poor performance on group tests of intelligence or achievement.					
	Seems brighter than tests show.					
	Poor perception of time and space.					
	Gets lost easily. Can't tell time.					
	May have vision problems.					